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ABSTRACT

This report documents the major technical aspects of the sample selection and implementation of the 1982 High School and Beyond First Follow Up, the first in a series of planned resurveys of the students and schools in the 1980 High School and Beyond Base Year Survey. The First Follow-Up included subsamples of nearly 30,000 sophomore cohort and 28,000 senior cohort representatives from the Base Year samples. Sophomore cohort questionnaires focused on school experiences and plans for further education or work following high school. Senior cohort questionnaires focused on postsecondary education and work. Sophomores were retested with the Base Year cognitive tests, but seniors were not retested. Schools in which sophomore cohort students were still enrolled or to which they had transferred en masse completed a school questionnaire. This report's introductory chapter describes the National Longitudinal Studies program, briefly describes the Base Year Survey and provides an overview of the First Follow-Up survey. Chapter two summarizes the Base Year sample design and details the First Follow-Up procedures. Chapter three describes the calculation of sample case weights that adjust for differential probabilities of selection and for nonresponse within the weighting cells. Chapter four examines the possible impact of nonresponse. Chapter five describes procedures for computing sampling errors and design effects. Chapter six discusses the sample design for the High School Transcripts study. The appendices contain statistical data for: sums of preliminary weights and nonresponse adjustments; response and nonresponse rates by selected variables for both surveys; and estimates of proportions, standard errors, and design effects for both sophomore and senior cohorts. (BS)

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High School and Beyond
First Follow-Up (1982)
Sample Design Report

June 1983

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1. INTRODUCTION

The High School and Beyond First Follow-Up survey was conducted during the spring of 1982 as the first of a series of planned resurveys of the students and schools selected in the Base Year survey. This report provides information that fully documents major technical aspects of the First Follow-Up sample selection and implementation, describes the weighting procedures, examines the possible impact of nonresponse on sample estimates, and evaluates the precision of estimates derived from the sample.

A thorough understanding of the First Follow-Up sample design requires familiarity with the Base Year design. The present report reviews the Base Year sample design but does not discuss it in detail. Readers who want more detailed information about the Base Year sample should consult the High School and Beyond Base Year Sample Design Report.[1] In particular, readers not familiar with the Base Year school and student selection procedures may wish to review the construction of the sampling frame, selection procedures, replacement and substitution procedures for ineligible and noncooperating schools, and Base Year weighting procedures.

1.1 Overview of High School and Beyond

1.1.1 NCES' Longitudinal Studies Program

The mandate of the National Center for Education Statistics (NCES) includes the responsibility to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974--Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

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[1] Martin R. Frankel, Luane Kohnke, David Buonanno, and Roger Tourangeau, Sample Design Report (Chicago: NORC, 1981).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on a nationally representative sample of high school students, NCES instituted the National Longitudinal Studies (NLS) program, a continuing long-term effort. The general aim of the NLS program is to study the educational, vocational, and personal development of high school students and the personal, familial, social, institutional, and cultural factors that may affect that development.

The NLS program was planned to utilize time-series data bases in two ways: (1) each cohort is surveyed at regular intervals over a span of years, and (2) comparable data is obtained from successive cohorts, permitting studies of trends relevant to educational and career development and societal roles. The NLS program, thus far, consists of two major studies: The National Longitudinal Study of the High School Class of 1972 (NLS-72) and High School and Beyond (HS&B). The latter study included a sophomore as well as a senior cohort.

NLS-72 began with the collection of comprehensive Base Year data from over 22,000 high school seniors in the spring of 1972. Four Follow-Up surveys were conducted in the fall and winter of 1972, 1974, 1976, and 1979, using a combination of mail surveys and personal and telephone interviews.

HS&B was designed to inform Federal and state policy in the decade of the 1980s. It began in 1980 with the collection of Base Year data on high school seniors and sophomores. The First Follow-Up study was conducted in the spring of 1982, and the second is scheduled for the spring of 1984.

1.1.2 Brief Description of the HS&B Base Year survey

The HS&B Base Year survey was conducted in the spring of 1980. The survey utilized a highly stratified national probability sample of over 1,100 secondary schools as the first-stage units of selection. In the second stage,

36 seniors and 36 sophomores were selected per school (in schools with fewer than 36 in either of these groups, all eligible students were included). Over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private high schools across the country participated in the Base Year survey. Student questionnaires focused on individual and family background, high school experiences, work experiences, and plans for the future. Students were also given cognitive tests to measure a variety of abilities.

School questionnaires, filled out by principals or school administrators, provided information about enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students. Teachers filled out checklists in which they commented on the abilities, behavior, and attitudes of students participating in the survey. A parent questionnaire, with questions on plans for postsecondary education, was mailed to the parents of a subsample of students.

1.1.3 Brief Overview of HS&B First Follow-Up Survey

The First Follow-Up survey, conducted in 1982, included subsamples of nearly 30,000 sophomore cohort and 28,000 senior cohort representatives selected from the Base Year survey samples. Sophomore cohort questionnaires focused on school experiences and plans for further education or work following high school. Senior cohort questionnaires focused on postsecondary education and work. Sophomore cohort sample members were retested with the same cognitive test used in the Base Year survey, but seniors were not retested. Schools where sophomore cohort students were still enrolled or to which they had transferred en masse were asked to complete a school questionnaire.

1.2 Overview of Chapters 2 through 5

Chapter 2 summarizes the Base Year sample selection procedures and describes in detail the First Follow-Up procedures. It describes the subsampling plan that was adopted and shows the allocation of cases to sample cells in the sophomore and senior cohorts. Base Year sample stratification and sample allocations are also summarized.

Chapter 3 describes the calculation of sample case weights that adjust for differential probabilities of selection and for nonresponse within weighting cells. In order to provide full technical information, the nonresponse adjustment factors for all weighting cells are included in Appendices 1 and 2.

Chapter 4 examines the possible impact of survey nonresponse, a potential source of bias. The amount of bias depends on the proportion of nonrespondents and the magnitude of any difference between respondents and nonrespondents on variables of interest. Unfortunately, it is seldom possible to estimate accurately the amount of bias because, although the proportion of nonrespondents is known, there is usually no satisfactory way to estimate the difference between respondents and nonrespondents. Panel surveys, however, often are able to obtain estimates of nonresponse bias based on the characteristics of sample members who participated in one wave but were nonrespondents to the other wave. Chapter 4 presents the results of a comparison between Base Year refusing schools and their substitutes, a comparison of Base Year responding students and nonresponding students, and a description of nonresponse rates among various subclasses of the First Follow-Up sample.

Chapter 5 describes procedures for computing sampling errors and design effects. The High School and Beyond sample, because it is a clustered, stratified, and disproportionately allocated sample, presents some special difficulties in estimating actual sampling errors. Chapter 5 discusses the

approach NORC has taken to this problem and presents the results of two methods of computing sampling errors on a representative set of sample estimates. Sampling errors and design effects are presented for a representative set of estimated proportions and for estimated mean scores on selected achievement tests, both for the entire sample and for important domains or subgroups. Design effects obtained from the First Follow-Up sample are compared to those obtained from the Base Year sample. Finally, several "rules of thumb" are offered for estimating standard errors under various circumstances.

2. SAMPLE DESIGN

This chapter reviews briefly the Base Year sample design and then describes the sample design for the First Follow-Up survey. During the High School and Beyond Base Year survey, conducted in 1980, a national probability sample of 1,015 high schools was selected. These schools served as first-stage units (clusters) for the ultimate selection of a national probability sample of high school students. Sample case weights were calculated for each school and each student such that the weighted samples of schools and of students project to the universe of eligible U.S. high schools and the universe of eligible students. The weights adjust for differential probabilities of selection and for differential response rates, both at the school level and at the student level. A probability sample of approximately 7,000 parents of participating students was also selected in order to study the financing of postsecondary education. This sample was weighted to represent the universe of eligible students from which the parents were selected.[1]

The First Follow-Up survey, conducted in 1982, retained the basic sample design of the Base Year survey. All students selected for the Base Year survey had a nonzero probability of retention in the First Follow-Up sample. All sophomore cohort sample members still in school were retained with certainty. Sophomore cohort sample members no longer in school were subsampled as described in 2.2.2.2 below. Senior cohort students were subsampled so as to retain with greater probability certain policy-relevant subgroups, for example, students in private schools, high-achieving minority students, etc.

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[1] See High School and Beyond Parent Questionnaire Codebook (Chicago: NORC, 1981) for further details on the selection and weighting of this sample.

A further subsample of approximately 18,000 of the sophomore cohort students retained for the First Follow-Up was selected as a sample base for a study of high school student transcripts. The sample design and weighting procedures for this sample are described in chapter 6. The Base Year sample design is described in more detail in 2.1 and the First Follow-Up design in 2.2.

2.1 Base Year Sample Design[1]

In the Base Year survey a stratified, disproportionate probability sample of 1,122 schools was initially selected from a sampling frame of 24,725 high schools.[2] Within each selected school, 36 seniors and 36 sophomores were randomly chosen. In those schools with fewer than 36 seniors or 36 sophomores, all eligible students were drawn in the sample. Schools were included on the sampling frame if they had sophomores or seniors (or both) enrolled in 1980. Schools were selected from the frame with probabilities proportional to the average of the estimated enrollment in their 10th and 12th grades. (The average equaled the total number of sophomores plus the total number of seniors in the school, divided by two.) The sampling rate for each stratum was set so as to select in each stratum the number of schools needed to satisfy study design criteria regarding minimum sample sizes for certain types of schools. As a result, some schools had a very high probability of inclusion in the sample (in some cases equal to 1.0) while others had a very

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[1]For a complete description of the Base Year sample design see Martin R. Frankel, Luane Kohnke, David Buonanno, and Roger Tourangeau, Sample Design Report (Chicago: NORC, 1981).

[2]The sampling frame, defined as the universe of high schools in the United States, was obtained from the 1978 list of U.S. elementary and secondary schools of the Curriculum Information Center, a private firm. This was supplemented by the NCES lists of public and private elementary and secondary schools. Any school listed in any of these files that contained either a 10th grade or 12th grade or both was made part of the frame.

low probability of inclusion. Substitution was carried out for schools that refused to participate in the survey and was carried out only within strata.[1] In certain cases no substitution was possible because a school was the sole member of its stratum. There was no substitution for students who refused, whose parents refused, or who were absent on Survey Day and make-up days. The allocation and realization of the sample of schools by major strata (school types) is shown in Table 2.1. The allocation and realization of the sample of students by the same major strata and by cohort is shown in Table 2.2. Table 2.3 shows the composition of the Base Year sample of students by selected classification variables. The percentages shown are unweighted figures.

2.2 First Follow-Up Sample Design

The First Follow-Up sample is a probability subsample of the Base Year sample. It retains the essential features of a multi-stage, stratified, and clustered design. The following sections (2.2.1, 2.2.2, and 2.2.3) describe the First Follow-Up sample of schools, of sophomore cohort students, and of senior cohort students.

2.2.1 First Follow-Up Sample of Schools

The First Follow-Up sample design did not involve any subsampling at the school level. The Base Year probability sample of 1,015 schools was retained intact for the First Follow-Up survey. However, for practical and administrative reasons, a number of sample schools were not asked to complete

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[1]Apart from substitution for schools that refused, there were a number of schools in the originally-drawn sample that were "out-of-scope," failing to fit the criteria for inclusion in the sample. The sample was then augmented through selection of an additional school for each out-of-scope school, within major strata. Most of the out-of-scope schools were area vocational schools, having no enrollment of their own, although they were listed in the frame as having enrollments.

TABLE 2.1

School sample allocation and realization: High School and Beyond Base Year

Stratum	Estimated stratum size*	Drawn in sample	Cooperated in student survey activities		
			Total	Original selections	Substitute selections
TOTAL	21,174	1,122	1,015	811	204
Regular public[a]	15,633	808	735	585	150
Alternative public[b]	290	50	45	41	4
Cuban public[c]	20	20	11	11	--
Other Hispanic public[c]	445	106	102	72	30
Regular Catholic[d]	1,468	48	45	40	5
Black Catholic[c]	131	30	30	23	7
Cuban Catholic[c]	15	10	9	7	2
High performance private[e]	15	12	11	9	2
Other non-Catholic private[d]	3,157	38	27	23	4

*Estimated as the sum of the school-level weights for each school type.

[a]Stratified by nine census divisions; racial composition; enrollment; central-city, suburban, rural.

[b]Alternative schools were defined as those in which a significant portion of a student's time is spent in non-classroom activities.

[c]These schools were defined as those having 30 percent or more of enrollment from the indicated subgroup.

[d]Stratified by four census regions.

[e]High performance private schools were defined as the 12 private schools with the highest percentage of graduating seniors who were National Merit Scholarship semi-finalists, subject to the following conditions: (1) the 1978 senior class had to graduate 40 or more students; and (2) no more than one school could be selected from a single state. Of the 12 schools selected in this stratum, one was Catholic and the rest non-Catholic.

TABLE 2.2

Student sample allocation and realization: High School and Beyond Base Year

Stratum	Estimated stratum size	Number selected	Number realized
	Sophomore cohort		
TOTAL	3,780,000	35,723	30,030
Regular public	3,267,000	26,139	22,111
Alternative public	33,000	1,388	899
Cuban public	16,000	397	319
Other Hispanic public	107,000	3,665	2,912
Regular Catholic	213,000	1,604	1,517
Black Catholic	16,000	1,070	989
Cuban Catholic	2,000	325	302
High performance private	1,000	396	349
Other non-Catholic private	125,000	739	632
	Senior cohort		
TOTAL	3,040,000	34,981	28,240
Regular public	2,617,000	25,521	20,637
Alternative public	27,000	1,435	910
Cuban public	11,000	393	314
Other Hispanic public	78,000	3,570	2,817
Regular Catholic	186,000	1,596	1,426
Black Catholic	13,000	1,074	968
Cuban Catholic	2,000	324	293
High performance private	2,000	395	324
Other non-Catholic private	104,000	673	551

TABLE 2.3

Sample composition by selected classification variables:
High School and Beyond Base Year

Classification variable and subgroup	Senior cohort		Sophomore cohort	
	Number	Percent	Number	Percent
TOTAL SAMPLE	28,240	100.0	30,030	100.0
Sex:				
Male	12,907	45.7	13,382	44.6
Female	14,086	49.9	14,511	48.3
Missing	1,247	4.4	2,137	7.1
Race/ethnicity:				
Hispanic	3,177	11.2	3,521	11.7
Non-Hispanic:				
Black	3,775	13.4	4,064	13.5
White	19,852	70.3	20,815	69.3
American Indian/Alaskan Native	217	0.8	278	0.9
Asian or Pacific Islander	365	1.3	323	1.1
Other	854	3.0	1,029	3.4
Curriculum (self-reported):				
Academic or college preparatory	10,532	37.3	9,941	33.1
General	10,293	36.4	13,417	44.7
Vocational:				
Agricultural occupations	792	2.8	856	2.9
Business or office occupations	2,703	9.6	2,007	6.7
Distributive education	603	2.1	519	1.7
Health occupations	329	1.2	387	1.3
Home economics occupations	397	1.4	488	1.6
Technical occupations	562	2.0	517	1.7
Trade or industrial occupations	1,573	5.6	1,225	4.1
Missing	456	1.6	673	2.2
Socioeconomic status composite:				
Lowest quartile	8,409	29.8	8,245	27.5
Middle two quartiles	12,801	45.3	13,591	45.3
Highest quartile	6,180	21.9	6,801	22.6
Missing	850	3.0	1,393	4.6
Region:				
Northeast	5,789	20.5	6,248	20.8
North Central	8,002	28.3	8,575	28.6
South	9,309	33.0	9,679	32.2
West	5,140	18.2	5,528	18.4
Missing	0	0	0	0

a First Follow-Up school questionnaire. There were 40 such schools: 11 had no 1980 sophomores, 5 had merged with other schools already in the probability sample, 17 were junior high schools or schools that had closed since the Base Year survey, sending all their 1980 students to a single "target school," and 7 had closed and sent their 1980 students to a large number of geographically dispersed schools. The 17 "target schools" that had received pools of Base Year students were added to the list of schools to be surveyed, but these schools were not considered part of the probability sample and were not weighted. Thus, 975 of the 1,015 schools in the Base Year probability sample were contacted for the First Follow-Up survey. Of these, 956 (98 percent) completed a First Follow-Up school questionnaire. An additional 17 "target schools" (not members of the probability sample) were contacted to provide school questionnaire data that can be used as contextual data for the students who transferred to these schools. Sixteen (94 percent) of these schools completed a school questionnaire.

2.2.2 Sophomore Cohort Sample Design

The sample design for the sophomore cohort established different probabilities of retention in the First Follow-Up sample for different categories of students. The following sections describe these sampling plans and their rationale.

2.2.2.1 Currently Enrolled Students

All sophomore cohort students selected for the Base Year sample were retained with certainty for the First Follow-Up sample if they were still enrolled in their Base Year schools at the time of the First Follow-Up survey Day at the school. Students who transferred as a class to a different school were considered to be currently enrolled if their original school had been a junior high school, had closed, or had merged with another school. Students

who had transferred as individuals to other schools, as well as those who had dropped out or graduated early, were treated as "school leavers" for purposes of sampling.

The decision to retain with certainty all students still enrolled in the same school was influenced by the fact that the field plan called for group administration of the questionnaire and test to students still in school. This meant that any savings from subsampling "in-school" students would be small. In contrast, the advantages that would accrue to retaining the large in-school sample would be substantial.

2.2.2.2 School Leavers

Among those no longer in school and those who had transferred as individuals to other schools, certain categories of persons were selected with certainty in order to retain sufficient numbers of them in the sample to carry out important policy analyses. Others were subsampled at varying rates. Subsampling rates for the "school leavers" are shown in Table 2.4. Persons included in two or more sampling categories that had different subsampling rates were sampled only at the higher rate. Table 2.5 shows the sophomore cohort sample allocation by school type and student status.

2.2.3 Senior Cohort Sample Design

The goal of the First Follow-Up senior cohort sample design was to reduce the overall size of the sample while at the same time retaining sufficient numbers of sample members in certain subgroups to allow important policy analyses. A sample of Base Year nonrespondents was included in the subsample in order to provide the basis for estimating any possible bias in sample estimates due to Base Year student-level nonresponse.

The First Follow-Up senior cohort sample consists of 11,995 selections from the Base Year sample. This total includes 11,500 selections from among

TABLE 2.4

High School and Beyond First Follow-Up sample retention rates for school leavers: Sophomore cohort

Sampling category	Retention rate
Twin/sibling*	1.0
Cuban	1.0
Puerto Rican	1.0
Asian	1.0
American Indian	1.0
School dropout	1.0
Non-Hispanic black	0.7
Non-Cuban, non-Puerto Rican Hispanic	0.6
Non-Hispanic, non-black	0.3
Base Year non-participant	0.1

*Twins/siblings were retained with certainty only if both members of the pair had participated in the Base Year survey.

TABLE 2.5

High School and Beyond First Follow-Up sample allocation: Sophomore cohort

	Student Status				
School type	Currently* enrolled	Dropout	Transfer	Early graduate	Total
TOTAL	25,150	2,601	1,290	696	29,737
Regular public	18,684	1,932	796	493	21,905
Alternative public	672	184	58	39	953
Cuban public	220	52	17	30	319
Other Hispanic public	2,375	336	121	86	2,918
Regular Catholic	1,372	19	57	10	1,458
Black Catholic	780	32	128	11	951
Cuban Catholic	252	15	25	8	300
High performance private	336	0	15	4	355
Other non-Catholic private	459	31	73	15	578

*Currently enrolled in Base Year (other related) school.

the 28,240 Base Year participants and 495 selections from among the 6,741 Base Year non-participants (students who were enrolled in 1980 in schools which participated in the Base Year and who were selected to participate but did not respond to the 1980 questionnaire). In addition, 204 non-sampled co-twins or triplets (not part of the probability sample) were included in the First Follow-Up survey.

To select this sample, Base Year sample members were first classified into selection cells according to Base Year participation status and other relevant characteristics as shown in Table 2.6. (Cell definitions are shown in the footnotes to the table.) Selection cells were established in consultation with NCES and in light of the sample sizes needed to support important policy analyses. In all cells not marked with an asterisk, Base Year sample members were retained for the First Follow-Up sample with certainty. Students in cells marked with an asterisk were subsampled. Subsampling was carried out with probabilities proportional to Base Year weights in order to reduce the impact of disproportionate selection on whole sample efficiency.

The sample of 495 students was selected from the pool of 6,741 Base Year nonrespondents in two stages. First, 404 schools were selected with probabilities based upon the number of nonrespondents and Base Year sampling weights. From the 404 selected schools, individual nonrespondents were selected by sequence number from the original Base Year sample rosters. A single selection was made in 318 schools; in 86 schools, two or more non-respondents were selected.

Table 2.6 displays the number of First Follow-Up sample selections allocated to each cell of the sample design and the marginal number of cases realized in each sample subgroup.

Table 2.7 shows the composition of the sophomore and senior cohort First Follow-Up sample by selected classification variables.

TABLE 2.6

Sample allocation and realization for senior cohort:
High School and Beyond First Follow-Up

Subgroup	Base Year data available: Twin data	Parent data	Twin and parent data	Neither twin nor parent data	Total(b) selected	Total realized
Base Year participants:						
Hispanic (a)						
High achievement (c)	4	70	2	583	659	626
Others	15	264	5	1,557*	1,841	1,705
Asian	3	72	0	479	554	516
American Indian	2	21	1	184	208	192
Black						
High achievement (c)	7	73	0	474	554	521
Others	36	307	4	2,099*	2,446	2,265
White						
Low SES/high achievement (d)	0	63	1	452	516	500
Other	168	1,465 (f)	21	2,460*	4,114	
Missing data (e)	17	27	0	356*	400	4,490
All others	3	86	0	119*	208	
Base Year non-participants	0	0	0	495	495*	412
PROBABILITY SAMPLE TOTAL	255	2,448	34	9,258	11,995	11,227
Non-Sampled Co-twins	204	0	0	0	204	192
TOTAL IN SURVEY	459	2,448	34	9,258	12,199	11,419

*These cells were subsampled.

(a) Includes Hispanic supplement of 1,500 students.

(b) Includes USARC supplement of 200 additional high-achieving males with no college plans. The total sample size for this subgroup is 947.

(c) High achievement for Black and Hispanic students is defined as having a composite High School and Beyond test score above the weighted mean for the entire population.

(d) Among Whites, low SES is defined as the lowest quartile of the composite SES score distribution for the entire population. High achievement is defined as a composite High School and Beyond test score in the highest quartile for the entire population.

(e) Cases in this row are Whites who are missing data on either the composite SES score or the composite High School and Beyond test score.

(f) Cases in this cell include: (1) all 1,305 students whose parents provided data and who reported in 1980 that their main activity after high school would involve postsecondary education; and (2) approximately 160 selections from the group of 875 "other Whites" with parent data who had no plans for postsecondary education and thus were not reselected with certainty.

TABLE 2.7

Sample composition by selected classification variables: High School and Beyond First Follow-Up

Classification variable and subgroup	Senior cohort		Sophomore cohort	
	Number	Percent	Number	Percent
TOTAL SAMPLE	11,995	100.0	29,737	100.0
Sex:				
Male	5,675	47.3	14,825	49.9
Female	6,320	52.7	14,912	50.1
Missing	0	0	0	0
Race/ethnicity:				
Hispanic	2,918	24.3	5,220	17.6
Non-Hispanic:				
Black	2,940	24.5	3,914	13.2
White	5,417	45.2	19,295	64.9
American Indian/Alaskan Native	209	1.7	322	1.1
Asian or Pacific Islander	391	3.3	448	1.5
Other	120	1.0	538	1.8
Curriculum (self-reported):*				
Academic or college preparatory	4,328	37.6	10,152	39.3
General	4,118	35.8	8,789	34.0
Vocational:				
Agricultural occupations	343	3.0	742	2.9
Business or office occupations	1,063	9.2	2,593	10.0
Distributive education	259	2.3	495	1.9
Health occupations	140	1.2	307	1.2
Home economics occupations	213	1.9	418	1.6
Technical occupations	225	2.0	590	2.3
Trade or industrial occupations	610	5.3	1,519	5.9
Missing	201	1.8	225	0.8
Socioeconomic status composite:*				
Lowest quartile	4,219	36.7	6,752	22.7
Middle two quartiles	4,824	41.9	12,368	41.6
Highest quartile	2,088	18.2	6,341	22.3
Missing	370	3.2	4,276	14.3
Region:				
Northeast	2,341	19.5	6,617	22.2
North Central	2,800	23.4	8,383	28.2
South	4,434	36.9	9,283	31.3
West	2,420	20.2	5,454	18.4
Missing	0	0	0	0

*Senior cohort totals for self-reported curriculum and for socioeconomic status composite are taken from the Base Year questionnaire and therefore include only the 11,500 Base Year respondents retained for the First Follow-Up sample. Sophomore cohort totals are based on the sophomores who completed a First Follow-Up questionnaire.

3. SAMPLE WEIGHTS

The First Follow-Up weighting scheme was designed to compensate for unequal probabilities of retention for the follow-up survey and to adjust for the fact that not all individuals selected for participation in the survey actually participated. The weights are based on the inverse of the probabilities of selection through all stages of the sample selection process and on nonresponse adjustment factors computed within weighting cells. A raw weight, unadjusted for "instrument" nonresponse in the First Follow-Up, was also calculated for the sophomore and senior cohort samples. This chapter describes the weighting of the First Follow-Up school questionnaire data file and the First Follow-Up sophomore and senior student data files. Weighting of the high school transcript data file is described in chapter 6.

3.1 School Weights

School-level weights that adjust for differential probabilities of selection, for ineligibility, and for nonresponse were calculated during the Base Year. (Base Year weighting procedures are described in detail in Frankel et al., Sample Design Report, chapter 6.) These same weights are appropriate for computing weighted population estimates for the First Follow-Up data and therefore have been included on the school questionnaire data file. These weights incorporate a nonresponse adjustment that compensates for the fact that of the 1,122 schools selected in the Base Year, only 1,015 allowed students to participate in the survey. However, the weights do not adjust for the fact that of the 1,015 "participating" schools, only 996 completed a Base Year school questionnaire. The reason for this is that 996 of 1,015 represents a 98 percent completion rate, and it was felt that an adjustment for two percent nonresponse would not significantly affect estimates of school questionnaire items.

In the First Follow-Up survey, 956 schools completed a First Follow-Up school questionnaire. This represents a nonresponse rate of six percent. Again, it was not felt necessary to adjust for this level of "instrument" nonresponse. This decision was influenced by the fact that the Base Year and First Follow-Up school questionnaires gathered very similar information and that information is available in either the Base Year or First Follow-Up data files for 1,012 of the 1,015 schools in the probability sample.

During the Base Year survey, a weight was computed for each of the 1,015 schools in the probability sample. A school's weight was based on its probability of selection and on a factor that adjusted for the nonparticipation or ineligibility of some selected schools.

The school-level weight was calculated as

$$W_{1hi} = 1/P_{1hi} \times AF_{1h}$$

where

P_{1hi} = the probability of selection for school i in stratum h

AF_{1h} = an adjustment factor that compensates for ineligibility and nonparticipation at the school level within stratum h. (See Frankel et al., Sample Design Report, especially p. 153, for a detailed discussion of these weighted procedures.)

Table 3.1 displays the statistical properties of the school-level weights. A school's weight equals the number of schools represented by the school in the universe of eligible schools. (Only schools that had sophomore or senior students, or both, enrolled in 1980 were eligible for the sample. See Frankel et al., Sample Design Report, chapter 4, for a discussion of schools found ineligible during the Base Year.) Therefore, the mean weight of 20.9 indicates that the average school in the sample represents about 21 schools in the universe of eligible schools. However, the minimun weight of 1.00 shows that some schools (those selected with certainty) represent only themselves. The maximum weight of 169 shows that some schools (those selected with low probabilities) represent a large number of eligible schools.

TABLE 3.1
Statistical properties of school sample weight: High School and Beyond First Follow-Up

Mean	20.9
Standard deviation	30.4
Coefficient of variation	1.45
Minimum	1.00
Maximum	169
Coefficient of skewness	3.04
Coefficient of kurtosis	9.35
Number of cases	1,015

The Base Year school weights sum to a total of 21,174. This indicates that the 1,015 schools in the High School and Beyond sample represent a population of about 21,174 schools that had sophomore and/or senior enrollment in 1980. This is less than the number of schools on the original sampling frame (24,725) because a certain proportion of the sampled schools failed to meet the definition of an eligible school.

It should be noted that 17 "target schools" appear in the school file without a weight. As discussed in 2.2.1 above, these are schools that received blocks of Base Year students who moved en masse from their original schools. School questionnaire data was collected from the "target schools" during the First Follow-Up survey, but since these schools are not part of the probability sample and since it is not feasible to calculate their probabilities of selection, no weight can be assigned to them. They are included in the school file to provide contextual data for students but are not intended to be used to form estimates for the population of schools.

3.2 Student-Level Weights

In addition to school questionnaire data, the First Follow-Up data base includes student questionnaire data for each cohort and follow-up test data for the sophomore cohort. (Each cohort also has questionnaire data from

the Base Year parent survey. The weighting of Parent survey data for the First Follow-Up sample is described in 3.3 below.) Therefore, several different weights have been calculated for each cohort to adjust for the fact that not all sample members have data for all instruments in both waves. Tables 3.2 and 3.3 show the nine weights calculated for the sophomore cohort and the six weights calculated for the senior cohort. All sophomore cohort weights, when used with the sample cases for which they are appropriate, project to the population of approximately 3,780,000 high school sophomores of 1980. The senior cohort weights project to the population of approximately 3,040,000 1980 high school seniors.

The First Follow-Up weighting procedures, similar for both the senior and th sophomore cohorts, consisted of two basic steps:

Step 1. Calculation of a preliminary follow-up weight for each selected case based on the inverse of the cumulative probability of selection for the Base Year and Follow-Up sample. The cumulative probability of selection is equal to the probability of selection in the Base Year sample times the probability of retention in the First Follow-Up sample. The inverse of the product of these two probabilities equals the preliminary follow-up weight.

Step 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, noncompletion of an entire questionnaire or test (except for the raw weight, RAWWT, which is unadjusted for nonresponse).

In the senior cohort, a third step was employed:

Step 3. Calculation of a second adjustment factor to reproportion the sum of adjusted weights between Base Year participants and non-participants.

These steps are described in more detail for each cohort below.

TABLE 3.2

High School and Beyond First Follow-Up sample case weights: Sophomore cohort

Weight	Applies to cases with:	Unweighted number of cases having these data
BYWT*	Base Year questionnaire data	27,118
BYTESTWT*	Base Year test data	24,938
FUWT	Follow-Up questionnaire data	28,119
FUTESTWT	Follow-Up test data	26,216
PANELWT	Base Year and Follow-Up questionnaire data	25,875
PNLTSTWT	Base Year and Follow-Up test data	22,436
BYPARWT	Base Year questionnaire and parent data	3,055
FUPARWT	Follow-Up questionnaire and parent data	2,920
RAWWT	All First Follow-Up selections	29,737

*These Base Year weights are not the same as those calculated during the Base Year survey.

TABLE 3.3

High School and Beyond First Follow-Up sample case weights: Senior cohort

Weight	Applies to cases with:	Unweighted number of cases having these data
BYWT*	Base Year questionnaire data	11,500
FUWT	Follow-Up questionnaire data	11,227
PANELWT	Base Year and Follow-Up questionnaire data	10,815
BYPARWT*	Base Year questionnaire and parent data	2,484
FUPARWT	Follow-Up questionnaire and parent data	2,372
RAWWT	All First Follow-Up selections	11,995

*These Base Year weights are not the same as those calculated during the Base Year survey.

3.2.1 Sophomore Cohort

Step 1: Preliminary follow-up weight. The first step in weighting the sophomore cohort was to calculate for each sample case a preliminary follow-up weight (W_{hij}) based on the inverse of its probability of retention for the follow-up survey. This was calculated as:

$$W_{hij} = W_{1hi} \times (1/P_{2hij}) \times (1/P_{3k})$$

where

W_{1hi} = the Base Year stage one (school level) weight for the ith school in the hth superstratum (see Frankel, et al., Sample Design Report, p. 153)

P_{2hij} = the Base Year stage two (student level) selection probability for the jth grade in the ith school of the hth superstratum (see Frankel, et al., Sample Design Report, p. 154).

P_{3k} = probability of retention in the First Follow-Up sample for students in the kth sampling category

= 1.0 for certainty selections

= subsampling rate for noncertainty selections

W_{1hi}, the Base Year stage one weight, had been calculated during the Base Year by first taking the inverse of the probability of selection of the school and then multiplying this by a factor that adjusted for ineligible and noncooperating schools. P_{2hij}, the Base Year probability of selection for each student within his or her school and grade (given that the school had been selected), had been calculated during the Base Year as equal to the number of students selected in a grade within a school divided by the total number of students in that grade in the school. The value of P_{3k}, the probability of selection in the First Follow-Up, given selection in the Base Year, depends on the specific sampling category in which a student was placed. These retention rates ranged from 1.0 for students retained with certainty to 0.1 for out-of-school Base Year non-participants. (See Table 2.4 for a list of these retention rates.)

Step 2: Nonresponse adjustment. In this step, the preliminary weight obtained in Step 1 was multiplied by a nonresponse adjustment factor. For sophomores, these factors were calculated separately for weighting cells defined by:

(1)	Dropout status:	(1)	non-dropout	
		(2)	dropout	
(2)	School type:	(1)	Regular public and alternative	
		(3)	Hispanic public	
		(7)	Catholic	
		(9)	Private non-Catholic	
(3)	Sex:	(1)	male	
		(2)	female	
(4)	Race:	(1)	Hispanic	
		(2)	non-Hispanic Black	
		(3)	non-Hispanic, non-Black	
(5)	Base Year test quartile:			
		(0)	no test data available	(0) no test data available
		(1)	lowest quartile	
		(2)	second quartile -or-	(1) below median
		(3)	third quartile	(2) above median
		(4)	highest quartile	

The choice of these variables to define the weighting cells was based on two factors: (1) availability of data to classify every selected case on these variables; (2) association with the nonresponse rates for the First Follow-Up survey.

Within each weighting cell two sums of preliminary weights were computed. The first was the sum of preliminary weights for all students in the cell selected for participation in the First Follow-Up (Selections). The second was the sum of preliminary weights for all students in the cell who actually completed the First Follow-Up questionnaire and/or test (Participants). The quotient of these two sums (Selections/Participants) provided a factor by which to multiply the preliminary weight of each participant to compensate for the zero-value weights of those who were

selected but did not participate. (The preliminary weights of First Follow-Up non-participants were multiplied by a nonresponse adjustment factor of zero to produce a final follow-up weight of zero for these cases.) Thus, the nonresponse adjustment amounts to distributing the preliminary weights of the non-participants proportionately among the participants in their weighting cell.

It should be noted that just as in stratifying a sampling frame prior to selection, so too, in forming weighting cells, a fixed and rigid application of the classification scheme is neither desirable nor necessary. Therefore, the classification scheme was adjusted by collapsing weighting cells whenever it would have led to a weighting cell with either (1) a small number of sample cases, or (2) a very large nonresponse adjustment. Both situations are undesirable because of the increased variability they introduce into the final weights and the consequent loss of statistical efficiency for whole sample estimates. The tables in Appendix 1 show the weighting classification schemes that were actually used, the sums of weights in each cell, and the resultant nonresponse adjustment factors for each weight. Generally speaking, cells with fewer than ten cases or with nonresponse adjustments greater than 2.0 were avoided.

3.2.2 Senior Cohort

The senior cohort of the First Follow-Up sample consists of two separately selected and weighted strata: a stratum of 11,500 Base Year participants, and a stratum of 495 Base Year non-participants. These two strata were separately weighted with inverse probability weights, and adjusted for nonresponse following procedures similar to those described above for the sophomore cohort. An additional step was then carried out for FUWT and RAWWT to combine these strata so as to properly represent Base Year participants and

non-participants in the follow-up sample. (Since Base Year non-participants are not used with BYWT, PANELWT, BYPARWT, or FUPARWT, reproportioning was not necessary with these weights.) Thus, the Base Year non-participants who were selected for and participated in the First Follow-Up are allowed to "stand for" all Base Year non-participants in their school type. Similarly, Base Year participants are represented by the stratum of Base Year participants who participated in the First Follow-Up. This stratified weighting approach reduces the possible impact of any bias due to Base Year nonresponse. The weighting of the Base Year participant stratum is discussed first, followed by the Base Year non-participant stratum.

3.2.2.1 Base Year Participant Stratum

Step 1: A preliminary First Follow-Up weight. As the first step in weighting this stratum, a preliminary follow-up weight, W_{hij}, was established equal to the Base Year final weight times the inverse of the probability of retention in the First Follow-Up.

$$W_{hij} = W_{By} \times (1/P_{3k})$$

in which

W_{By} = Base Year final weight

P_{3k} = probability of retention in the First Follow-Up sample for students in the kth sampling category

= 1.0 for certainty selections

= subsampling rate for noncertainty selections

For students retained with certainty, this preliminary weight is the same as their Base Year final weight. For all others, it reflects their effective rate of subsampling for the First Follow-Up.

Step 2: Nonresponse adjustment. In this step, the preliminary First Follow-Up weight obtained in Step 1 was multiplied by a nonresponse adjustment

factor. These factors were obtained separately for weighting cells based on the following variables: school type, sex, race/ethnicity, and Base Year test quartile. The classification variables were constructed as described for sophomores above. Weighting cells that contained only a few cases were collapsed with neighboring cells to avoid unacceptably large nonresponse adjustment factors.

Within each weighting cell a nonresponse adjustment factor was calculated as the quotient of the sum of preliminary weights for selections and the sum of preliminary weights for participants. This quotient constitutes the nonresponse adjustment factor for sample cases in this cell and is applied to the weight of each sample participant in the cell. Nonparticipant cases were multiplied by a nonresponse adjustment factor of zero to produce a final weight of zero for these cases.

3.2.2.2 Base Year Nonparticipant Stratum

Step 1: A preliminary First Follow-Up weight. For senior Base Year non-participants, the probability of retention in the First Follow-Up sample was made proportional to the Base Year weight of students in the school where the Base Year non-participant had been selected. As a result, for each of the 495 Base Year non-participants selected for the First Follow-Up sample, the probability of selection in the Base Year times the probability of selection in the follow-up equaled a constant (.0009536785). Using the inverse of this selection probability, a preliminary First Follow-Up weight of 1048.5714 was obtained for each senior Base Year non-participant selected for the follow-up sample. This weight was then adjusted for nonresponse as described below.

Step 2: Nonresponse adjustment. In this step, nonresponse adjustment factors were calculated from the sums of weights of selections and participants within weighting cells. Cells were based only on four categories of

school type because of the small number of cases in this stratum (n=495 selections).

Step 3: Reproportioning. Of the 11,995 senior cohort students selected for the First Follow-Up, 495 were Base Year non-participants. Of these 495, 412 participated in the First Follow-Up survey. Preliminary weighted analyses comparing the characteristics of these 412 respondents with the characteristics of the 10,815 Base Year participant follow-up respondents revealed substantial differences between these two sets of First Follow-Up participants. Therefore, it was decided to treat Base Year participants and Base Year non-participants as separate strata for purposes of weighting. To do this the sum of final weights was partitioned proportionately between Base Year participants and non-participants and each stratum was weighted separately. The partitioning was carried out separately for each of four school types (see Table 3.4). Within each school type, separate targets for sums of final weights were established for Base Year participants and non-participants. These targets were calculated using the sum of final Base Year weights for each school type and the weighted proportion of students participating and not participating in each school type in the Base Year survey. In each of the eight cells, a ratio was formed using the target sum of weights as the

TABLE 3.4

High School and Beyond First Follow-Up Population targets (sums of final weights) for partitioned sample (base year participants/base year non-participants) by school type: Senior cohort

School type	Base Year participants	Base Year non-participants	Total
TOTAL	2,586,226	453,494	3,039,720
Non-Hispanic public and alternative schools	2,247,160	399,245	2,646,405
Hispanic public schools	73,959	14,700	88,659
Catholic schools	180,245	20,094	200,339
Non-Catholic private schools	84,862	19,455	104,317

numerator and the First Follow-Up sum of weights (adjusted for First Follow-Up nonresponse) as the denominator. In each cell these "reproportioning ratios" were multiplied by the adjusted follow-up weight to produce a final reproportioned weight. The sum of these weights then equalled the "target" sum in each cell. Thus, the Base Year non-participants who were selected for and participated in the First Follow-Up are allowed to "stand for" all Base Year non-participants in their school type. Similarly, Base Year participants are represented by the stratum of Base Year participants who participated in the First Follow-Up. This stratified weighting approach reduces the possible impact of any bias due to Base Year nonresponse.

The tables in Appendix 1 display the nonresponse weighting cells that were used for the senior cohort, the sums of weights within cells for selections and participants, and the resultant nonresponse adjustment factors. For FUWT, where reproportioning was applied, the sums of weights of selections and participants reflect the partitioned "targets" shown in Table 3.4. For both FUWT and PANELWT, the nonresponse adjustment factors are between 1.0 and 1.5, with most less than 1.1, indicating that the cell construction strategy was satisfactory.

3.3 Special Procedures for Parent Weights

In the case of BYPARWT and FUPARWT the preliminary follow-up weight was calculated using the Base Year final parent weight instead of the Base Year final student weight and a student's probability of retention in the First Follow-Up. The Base Year parent weight takes into account the subsampling of Base Year participants for the parent study and incorporates an adjustment for differential nonresponse to the parent survey. (See Base Year Parent Questionnaire Codebook, Chicago, NORC, 1981, pp. 6-13, for details on the construction of the parent weight.) Because of the relatively small

number of First Follow-Up cases with parent data (about 2,400 in the senior cohort and 3,000 in the sophomore cohort), adjustments to these weights for student nonresponse were limited to the calculation of ratios within the 27 superstrata, which served as the principal sampling strata in the design for the Base Year Parents survey (see the Parent Questionnaire Codebook, pp. 3-6).

3.4 Results of Weighting

As a check on the adequacy of the sample case weights NORC analyzed first the statistical properties of the weights and second the effects of various weights on the composition of the First Follow-Up sample. The results of the first procedure are displayed in Tables 3.5 and 3.6. These tables describe the distributions of the weights, in terms of the mean, variance, standard deviation, coefficient of variation, minimum value, maximum value, coefficient of skewness, and coefficient of kurtosis for each of the sets of weights calculated for each cohort.

TABLE 3.5

High School and Beyond First Follow-Up statistical properties of sample case weights: Sophomore cohort

Weight	RAWWT	FUWT	BYWT	PANELWT	FUTESTWT	BYTESTWT	PNLTSTWT	BYPARWT	FUPARWT
Mean	127	134	139	146	144	152	168	1,217	1,270
Variance	16,075	19,536	10,066	11,358	23,842	12,337	16,402	658,573	698,437
Standard deviation	126	140	100	107	154	111	128	812	836
Coefficient of variation	.992	1.05	.719	.733	1.07	.720	.762	.667	.658
Minimum	1.45	1.45	1.61	1.62	1.45	1.97	2.13	14.84	15.3
Maximum	2,627	3,106	1,933	2,163	3,690	2,224	2,774	8,060	8,186
Skewness	7.2	8.2	3.4	3.6	8.7	3.7	4.1	2.5	2.5
Kurtosis	76.4	99.6	25.5	28.3	112	30.0	35.6	13.1	12.6
Number of cases	29,737	28,119	27,118	25,875	26,216	24,938	22,436	3,055	2,920

TABLE 3.6

High School and Beyond First Follow-Up statistical properties of sample case weights: Senior cohort

Weight	RAWWT	FUWT	BYWT	PANELWT	BYPARWT	FUPARWT
Mean	253	271	264	281	1,222	1,279
Variance	69,496	83,131	72,661	81,292	475,466	507,628
Standard deviation	264	288	270	285	690	712
Coefficient of variation	1.04	1.06	1.02	1.01	0.56	0.56
Minimum	1.09	1.09	1.35	1.35	9.75	10.32
Maximum	1,081	1,390	752	1,037	4,965	3,761
Skewness	1.02	1.20	.931	.927	.166	.094
Kurtosis	-.396	.414	-.992	-.983	.202	-.096
Number of cases	11,995	11,227	11,500	10,815	2,484	2,372

Tables 3.7 through 3.12 display the composition of the follow-up sample using different First Follow-Up weights. In some tables the composition of the Base Year public use tape sample is also displayed. These tables show that in terms of school type, sex, and race, the composition of the weighted First Follow-up sample is stable across various weights that may be employed and that the composition of the First Follow-Up sample differs only in trivial degree from that of the Base Year public use tape dataset.

TABLE 3.7

High School and Beyond First Follow-Up percent of students by school type using Base Year and First Follow-Up weights: Sophomore cohort

School type	Data source							
	Base Year public use tape	First Follow-Up data files						
	Base Year weight	RAWWT	FUWT	BYWT	PANELWT	FUTESTWT	BYTESTWT	PNLTSTWT
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Regular public	86.5	86.5	86.6	86.6	86.6	86.6	86.7	86.7
Alternative public	0.9	0.9	0.8	0.7	0.7	0.8	0.7	0.7
Cuban public	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Other Hispanic public	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.8
Regular Catholic	5.6	5.6	5.6	5.6	5.6	5.6	5.7	5.7
Black Catholic	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Cuban Catholic	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
High performance private	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other non-Catholic Private	3.3	3.3	3.3	3.4	3.4	3.4	3.3	3.3

TABLE 3.8

High School and Beyond First Follow-Up percent of students by sex using Base Year and First Follow-Up weights: Sophomore cohort

Sex	Data source							
	Base Year public use tape	First Follow-Up data files						
	Base Year weight	RAWWT	FUWT	BYWT	PANELWT	FUTESTWT	BYTESTWT	PNLTSTWT
TOTAL	100.0	100.0	100.0	100.00	100.0	100.0	100.0	100.0
Male	44.7	49.9	49.9	49.9	49.9	49.9	49.9	49.9
Female	48.1	50.1	50.1	50.1	50.1	50.1	50.1	50.1
Missing	7.1	--	--	--	--	--	--	--

TABLE 3.9

High School and Beyond First Follow-Up percent of students by composite race variable using First Follow-Up weights: Sophomore cohort

Composite race variable*	Data source						
	First Follow-Up data files						
	RAWWT	FUWT	BYWT	PANELWT	FUTESTWT	BYTESTWT	PNLTSTWT
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic	12.6	12.7	12.9	13.0	12.7	12.9	13.0
American Indian	1.3	1.4	1.0	1.0	1.3	1.1	1.0
Asian	1.2	1.3	1.2	1.2	1.3	1.1	1.1
Black	12.2	12.2	12.1	12.1	12.2	12.1	12.1
White	70.0	72.2	72.4	72.6	72.3	72.6	72.7
Other	2.7	0.3	0.4	0.1	0.2	0.3	0.1

*This variable was constructed hierarchically by classifying as Hispanic any student who were self-identified as Hispanic either in the First Follow-Up or in the Base Year. Then, from among the remaining students, classifying as American Indian any student who self-identified as American Indian in either the First Follow-Up or in the Base Year. This procedure was repeated for each category in turn.

TABLE 3.10

High School and Beyond First Follow-Up percent of students by school type using Base Year and First Follow-Up weights: Senior cohort

School type	Data source				
	Base Year public use tape	First Follow-Up data files			
	Base Year weight	RAWWT	FUWT	BYWT	PANELWT
TOTAL	100.0	100.0	100.0	100.0	100.0
Regular public	86.1	86.1	86.1	86.3	86.3
Alternative public	0.8	0.9	0.9	0.8	0.8
Cuban public	0.4	0.4	0.4	0.4	0.4
Other Hispanic public	2.5	2.6	2.5	2.6	2.6
Regular Catholic	6.1	6.1	6.1	6.1	6.1
Black Catholic	0.5	0.4	0.5	0.4	0.5
Cuban Catholic	0.1	0.1	0.1	0.1	0.1
High performance private	0.0	0.1	0.1	0.0	0.0
Other non-Catholic private	3.4	3.4	3.4	3.4	3.4

TABLE 3.11

High School and Beyond First Follow-Up percent of students by sex using Base Year and First Follow-Up weights: Senior cohort

Sex	Data source				
	Base Year public use tape	First Follow-Up data files			
	Base Year weight	RAWWT	FUWT	BYWT	PANELWT
TOTAL	100.0	100.0	100.0	100.0	100.0
Male	46.1	48.9	48.9	48.4	48.4
Female	49.7	51.1	51.1	51.6	51.6
Missing	4.2	--	--	--	--

TABLE 3.12

High School and Beyond First Follow-Up percent of students by composite race variable using First Follow-Up weights: Senior cohort

Composite race variable*	Data source: First Follow-Up data files			
	RAWWT	FUWT	BYWT	PANELWT
TOTAL	100.0	100.0	100.0	100.0
Hispanic	8.8	9.1	9.3	9.5
American Indian	0.7	0.7	0.8	0.8
Asian	1.5	1.5	1.5	1.5
Black	11.0	11.2	11.2	11.2
White	75.2	77.2	76.8	76.8
Other	2.9	0.2	0.4	0.1

*This variable was constructed hierarchically by classifying as Hispanic any student who were self-identified as Hispanic either in the First Follow-Up or in the Base Year. Then, from among the remaining students, classifying as American Indian any student who were self-identified as American Indian in either the First Follow-Up or in the Base Year. This procedure was repeated for each category in turn.

4. NONRESPONSE ANALYSES

Nonresponse inevitably introduces some degree of error into survey results. In examining the impact of nonresponse, it is useful to think of the survey population as including two strata--a respondent stratum that consists of all units that would have provided data had they been selected for the survey, and a nonrespondent stratum that consists of all units that would have been survey nonrespondents. The actual sample of respondents necessarily consists entirely of units from the respondent stratum. Sample statistics can serve as unbiased estimates only for this stratum; as estimates for the entire population, the sample statistics will be biased to the extent that the characteristics of the respondents differ from those of the entire population.[1]

$$\text{Bias} = \bar{Y}_R - \bar{Y} \qquad (1)$$

in which

$\bar{Y}_R$ = a parameter (e.g., a mean) characterizing the population of respondents

$\bar{Y}$ = the corresponding parameter characterizing the entire population.

For many simple parameters, such as means and proportions, the population parameter $(\bar{Y})$ is a weighted average of the stratum parameters $(\bar{Y}_R$ and $\bar{Y}_{NR})$:

$$\bar{Y} = P(\bar{Y}_{NR}) + (1 - P)\bar{Y}_R \qquad (2)$$

in which

P = the proportion of the population in the nonrespondent stratum.

---

[1]W. G. Cochran, Sampling Techniques, 3rd ed. (New York: John Wiley, 1977), 361.

It is evident from equations (1) and (2) that the nonresponse bias for an estimated mean or proportion depends on P and on the magnitude of the difference between respondents and nonrespondents:

$$\text{Bias} = P(\bar{Y}_R - \bar{Y}_{NR}) \quad . \tag{3}$$

Nonresponse bias will be small if the nonrespondent stratum constitutes only a small portion of the survey population or if the differences between respondents and nonrespondents are small. P can generally be estimated from survey data using an appropriately weighted nonresponse rate.

In the High School and Beyond study, there were two stages of sample selection and two stages of nonresponse. During the Base Year survey, sample schools were asked to permit the selection of individual sophomores and seniors from school rosters and to designate "survey days" for the collection of student questionnaire and test data. Schools that refused to cooperate in either of these activities were dropped from the sample. Individual students at cooperating schools could also fail to take part in the Base Year survey. Unlike "refusal" schools, nonparticipating students were not dropped from the sample; they remained eligible for selection into the First Follow-Up sample.

Estimates based on student data from the Base Year survey include two components of nonresponse bias:

$$\text{Bias} = (\bar{Y}_{1R} - \bar{Y}) + (\bar{Y}_{2R} - \bar{Y}_{1R}) \tag{4}$$

in which

$\bar{Y}$ = a parameter characterizing <u>all</u> students

$\bar{Y}_{1R}$ = the corresponding parameter for all students attending <u>cooperating schools</u>

$\bar{Y}_{2R}$ = the corresponding parameter for all cooperating students attending cooperating schools.

The first component $(\bar{Y}_{1R} - \bar{Y})$ represents the bias introduced by nonresponse at the school level; the second component $(\bar{Y}_{2R} - \bar{Y}_{1R})$ represents bias introduced by nonresponse on the part of students attending cooperating schools. Each component of the overall bias depends on two factors--the level of nonresponse and the difference between respondents and nonrespondents:

$$\text{Bias} = (P_1(\bar{Y}_{1R} - \bar{Y}_{1NR}) + P_2(\bar{Y}_{2R} - \bar{Y}_{2NR}) \quad (5)$$

in which

P_1 = the proportion of the population of students attending schools that would have been nonrespondents;

$\bar{Y}_{1NR}$ = The parameter describing the population of students attending nonrespondent schools;

P_2 = the proportion of students attending respondent schools who would have been nonrespondents;

$\bar{Y}_{2NR}$ = the parameter describing this group of students.

The implications of equations (4) and (5) can be easily seen in terms of a particular Base Year estimate. On the average, sophomores got 10.9 items right on a standardized vocabulary test (Frankel, et al., Sample Design Report, p. A-4). This figure is an estimate of $\bar{Y}_{2R}$ the population mean for all participating students at cooperating schools. Suppose that sophomores at cooperating schools average two more correct answers than sophomores attending refusal schools $(\bar{Y}_{1R} - \bar{Y}_{1NR} = 2)$; suppose further that among sophomores attending cooperating schools, student respondents average one more correct answer than student nonrespondents $(\bar{Y}_{2R} - \bar{Y}_{2NR} = 1)$. The Base Year school nonresponse rate was about .30 (Frankel, et al., Sample Design Report, p. 93) and, among the sophomores, the student nonresponse rate was about .12 (p. 124). With these figures as estimates of P_1 and P_2, the bias can be calculated from equation (5):

$$\text{Bias} = .30(2) + .12(1) = .72 \ .$$

That is, the sample estimate is biased by about .7 of a test score point.

This example assumes knowledge of the relevant population means; in practice, of course, they are not known and, although P_1 and P_2 can generally be estimated from the nonresponse rates, the lack of survey data for nonrespondents prevents the estimation of the nonresponse bias. The High School and Beyond study is an exception to this general rule: during the First Follow-Up, School Questionnaire data was obtained from most of the Base Year refusal schools and student data from most of the Base Year student nonrespondents selected for the First Follow-Up sample. These data provide a basis for assessing the magnitude of nonresponse bias in Base Year estimates.

The bias introduced by Base Year school-level refusal is of particular concern since it carries over into successive rounds of the survey. Students attending refusal schools were not sampled during the Base Year and have no chance for selection into subsequent rounds of observation. To the extent that these students differ from students from cooperating schools during later waves of the study, the bias introduced by Base Year school nonresponse will persist. Student nonresponse is not carried over in this way since student nonrespondents remain eligible for sampling in later waves of the study.

This chapter describes the results of three types of analyses concerning nonresponse. Based on School Questionnaire data, schools that participated during the Base Year are compared with all eligible schools. Based on First Follow-Up student data, Base Year student respondents are compared with nonrespondents. Finally, student nonresponse during the First Follow-Up is analyzed. The focus on student noresponse during the First Follow-Up is appropriate since school cooperation was, for the most part, no longer critical for the collection of student data, which could be obtained via questionnaires mailed directly to the students. The school-level nonresponse bias in First Follow-Up estimates is just the carryover from Base Year school nonresponse, which is addressed by the first analysis.

4.1 Base Year School Nonresponse

During the Base Year, a total of 1,445 eligible schools were selected into the High School and Beyond sample. Another 141 schools were selected but were discovered to be ineligible for the study. Most of these "out-of-scope" schools were vocational schools that did not enroll students on a full-time basis. Of the eligible schools, 1,015 agreed to participate in the survey of students and 430 refused to participate, yielding a school-level response rate of approximately 70 percent (1,015/1,445). The characteristics of the cooperating, refusal, and out-of-scope schools are described in detail in Frankel et al., Sample Design Report (see chapter 4).

The majority of the refusal schools did contribute to the survey by completing a First Follow-Up School Questionnaire. With these data, it is possible to assess the bias resulting from school nonresponse. This section presents the results from two such analyses. The first analysis compares the Base Year cooperating schools with the entire set of eligible schools. The second analysis compares Base Year refusal schools with the cooperating schools selected to replace them. (In order to achieve a sample of Base Year schools large enough to meet the analytical needs of the study, substitute selections were made when a sample school refused to participate. The procedures for selecting substitute schools are described in Frankel et al., Sample Design Report, pp. 73-81.)

4.1.1 Cooperating Schools vs. Eligible Schools

Table 4.1 shows the unweighted means on the 31 items from the First Follow-Up School Questionnaire for all eligible schools, cooperating schools, and refusal schools. There was considerable item nonresponse on the School Questionnaire; the table also gives the number of observations that each mean is based on. The difference between the means for all eligible schools and

for the cooperating schools is an estimate of the bias produced by Base Year school nonresponse. The table includes these differences. Since the raw differences between means reflect factors of scale, it is useful to reexpress them as percentages of the estimate based on the cooperating schools. These reexpressed bias estimates are given in the final column of Table 4.1.

The use of School Questionnaire data to assess bias in estimates concerning the population of students is not entirely straightforward. As equation (4) shows, Base Year school nonresponse is one component of the nonresponse bias in estimates of student population characteristics:

$$\text{School-level bias component} = \bar{Y}_{1R} - \bar{Y} \quad . \tag{6}$$

$\bar{Y}_{1R}$ refers to a parameter describing students attending cooperating schools and $\bar{Y}$ refers to the corresponding parameter describing all students. The School Questionnaire data, on the other hand, describe only the schools these students attend. Thus, to the extent that school characteristics are closely related to the characteristics of the students attending them, then statistics based on School Questionnaire data can serve as reasonable proxies for $\bar{Y}_{1R}$ and $\bar{Y}$.

Another problem in using School Questionnaire data to estimate the bias contributed by school-level nonresponse is that the data from the refusal schools are unweighted. Because an appropriate weight (taking into account the initial estimate of the size of each sampling stratum of schools, the sampling fraction, and the school ineligibility rate) would have been difficult to compute, no attempt was made to weight these data. For the cooperating schools, weights have been computed; weighted and unweighted estimates differ substantially for only a few of the School Questionnaire variables.

TABLE 4.1

Comparison of all sample schools with cooperating and refusal schools

Statistic	All schools		Cooperating schools		Refusal schools		Bias estimate	
	Mean	n	Mean	n	Mean	n	Raw	%
Total membership in 12th grade[a]	366	1371	359	957	385	414	-7	-1.9
Percent of graduating class enrolled in 2 or 4 yr. college	49.7	1362	49.1	952	51.1	410	-.6	-1.2
Percent of graduating class enrolled in non-college postsecondary education	11.8	1339	10.5	945	15.2	394	-1.3	-12.4
Percent of class of '82 who dropped out of h.s. (sophomores)	7.9	1342	8.4	948	6.6	394	0.5	6.0
Percent of class of '83 who dropped out of h.s. (sophomores)	7.0	1325	7.3	936	6.3	389	0.3	4.1
Percent of students who need remedial help in reading	21.2	1344	21.8	938	19.7	406	0.6	2.7
Percent of students who need remedial help in English	21.5	1327	22.2	924	19.9	403	0.7	3.2
Percent of students who need remedial help in math	22.0	1344	22.4	938	20.9	406	0.4	1.8
Percent of seniors engaged in out-of-school programs	17.2	1161	17.4	904	16.3	257	0.2	1.1
Average total per-pupil district expenditure	2048	909	2088	653	1946	256	40	1.9
Average total per-pupil school expenditure	2185	626	2215	384	2138	242	30	1.4
Percent of 12th grade students suspended out-of-school	3.1	1342	3.1	947	3.1	395	0.0	0.0
Level of student absenteeism[b]	2.3	1188	2.2	933	2.3	255	-.1	-4.5
Level of class-cutting	2.5	1177	2.5	923	2.6	254	0.0	0.0
Level of parents' lack of interest in progress	2.5	1184	2.5	930	2.6	254	0.0	0.0
Level of parents' lack of interest in school	2.4	1182	2.4	927	2.5	255	0.0	0.0

TABLE 4.1

Comparison of all sample schools with cooperating and refusal schools (continued)

Statistic	All schools		Cooperating schools		Refusal schools		Bias estimate	
	Mean	n	Mean	n	Mean	n	Raw	%
Level of teacher absenteeism	3.0	1180	3.0	926	3.0	254	0.0	0.0
Level of teacher's lack of motivation	3.0	1177	3.0	924	3.0	253	0.0	0.0
Incidence of robbery or theft[c]	2.8	1187	2.8	932	3.0	255	0.0	0.0
Incidence of vandalism	2.8	1188	2.8	933	3.0	255	0.0	0.0
Incidence of drug and alcohol use	2.5	1181	2.5	926	2.6	255	0.0	0.0
Incidence of rape or attempted rape	3.9	1182	3.9	927	3.9	255	0.0	0.0
Incidence of weapons possession	3.6	1185	3.5	930	3.7	255	-.1	-2.9
Incidence of verbal abuse of teachers	3.1	1185	3.0	930	3.2	255	-.1	-3.3
Verbal confrontation among students[c]	2.6	1173	2.6	927	2.9	246	0.0	0.0
Verbal confrontation among teachers	3.9	1177	3.9	929	3.8	2.8	0.0	0.0
Verbal confrontation between teacher and students	3.1	1176	3.0	927	3.2	249	-.1	-3.3
Verbal confrontation between teacher and administrators	3.8	1174	3.8	926	3.8	248	0.0	0.0
Verbal confrontation between teachers and parents	3.8	1170	3.8	922	3.8	248	0.0	0.0
Verbal confrontation between administrators and parents	3.7	1173	3.7	925	3.7	248	0.0	0.0
Verbal confrontation between school and central office	3.9	1166	3.9	921	3.9	245	0.0	0.0

[a]Frequency count

[b]For all "Level" and "Incidence" items: 1=serious; 2=moderate; 3=minor; 4=not at all

[c]For all "confrontation" items: 1=daily; 2=at least once a week; 3=at least once a month; 4=rarely or never

Bearing these limitations in mind, it is still reassuring that nearly all of the differences between the means for all schools and for cooperating schools are quite small. When reexpressed as percentages, most (22 of 31) of the differences are less than two percent and virtually all (30 of 31) are less than six percent. The mean unsigned percentage difference is 1.7; the median is 0.0. Table 4.2 gives the distribution of these percentage differences. The largest percentage difference occurs in the mean percentage of graduating class that is enrolled in non-college, postsecondary educational programs; the means on this variable (11.8 and 10.5) differ by 12 percent (1.3/11.8). The second largest percentage difference is 6 percent (7.9 vs. 8.4) for class of 1982 dropouts. On the whole, however, there appear to be few large differences between the cooperating schools and the eligible schools.

It may seem unusual to compare cooperating schools with eligible schools (of which they represent a subset) rather than with refusal schools. However, as equations (5) and (6) indicate, the difference between cooperating and refusal schools on a particular characteristic $(\bar{Y}_{1R} - \bar{Y}_{1NR})$ <u>overestimates</u> bias. This difference must be multiplied by P_1, the rate of nonresponse. Thus,

$$\text{School-level bias component} = \bar{Y}_{1R} - \bar{Y}$$

$$= P_1 \left(\bar{Y}_{1R} - \bar{Y}_{1NR} \right) . \qquad (7)$$

TABLE 4.2

Frequency distribution of unsigned, reexpressed bias estimates

Unsigned estimate	Frequency
Less than 2%	22
2.0% - 4.0%	5
4.1% - 5.9%	3
6.0% - 10.0%	1
	31

Mean: 1.7
Median: 0.0

Moreover, since bias is the product of both the difference $(\bar{Y}_{1R} - \bar{Y}_{1NR})$ and the rate of nonresponse (P_1), and since the estimates of both factors are subject to sampling error, it is difficult to calculate a standard error for the bias estimates. For this reason, tests to determine whether the estimated bias differs significantly from zero have not been performed.

4.1.2 Refusal Schools and Their Replacements

The analysis presented in Section 4.1.1 has two major shortcomings: the results are unweighted; and it is not possible to determine whether the results are statistically significant. In this section, results are presented that overcome both of these difficulties. For a subset of the refusal and cooperating schools, it is possible to present weighted data and to assess whether refusal schools and cooperating schools differ significantly. If the refusal schools do not differ significantly from cooperating schools, then it is reasonable to conclude that the school-level bias estimate would not differ significantly from zero. On the other hand, significant differences between refusal and cooperating schools do not necessarily imply that the bias estimate would differ from zero; the bias estimate reflects both the magnitude of the difference and the rate of nonresponse (see equation [7]).

The subset of schools for this analysis includes refusal schools for which a cooperating substitute school was selected. When a school that was selected for the Base Year survey refused to participate, a substitute school was selected. In some cases, the substitute school also refused or was ineligible for the sample and another substitute was drawn. Altogether, 204 initially selected refusal schools were eventually replaced by a cooperating substitute school. The aim of the procedure was to replace refusal schools with schools that were as similar to them as possible.

For 184 of these 204 pairs of schools, both the initially selected refusal school and the cooperating substitute school returned School

Questionnaires. Table 4.3 presents means of responses to the same 31 items given in Table 4.1. Means are given separately for the initial selection and the substitute selection. The mean difference is also provided, both in raw form and reexpressed as a percentage of the mean for the initial selections.

The two groups of schools were not selected independently. Rather, the probability of selecting a substitute school is dependent on the selection probability of the school it replaced. For this reason, it is appropriate to weight the data from each pair of schools using the school weight of the cooperating school in the pair. In addition, paired-comparison t tests can be used to determine whether the average difference is significantly different from zero. For the most part, the differences between the substitute and initial refusal schools appear small. Again, the variable showing the largest relative difference is the mean percentage of graduating class enrolled in non-college, postsecondary education. The mean difference of 8.2 (18.2 for the initial selections vs. 10.0 for the substitutes) is significantly different from zero ($t = 3.68$, $df = 183$). The only other statistically significant comparison involves the incidence of robbery or theft (3.2 vs. 2.9; $t = 2.34$, $df = 183$).

Table 4.4 gives the frequency distribution of the unsigned percentage differences on all 31 variables. The mean is 9.2 and the median is 3.6. The figures in Tables 4.3 and 4.4 are not strictly comparable to those presented earlier in Tables 4.1 and 4.2. Because the earlier tables compare cooperating schools with eligible schools, the differences reported there are direct estimates of the school-level bias component. The differences in Tables 4.3 and 4.4, however, compare cooperating schools with refusal schools. These differences must be multiplied by the school nonresponse rate (29.8 percent, or 430 refusal schools of 1,445 eligible) in order to serve as estimates of

TABLE 4.3

Comparison of Base Year substitute schools with refusal schools
(weighted by school weight)

Statistic	Mean			
	Initial selection	Substitute selection	Raw difference	% difference
Total membership in twelfth grade[a]	203	179	-24.0	-13.4
Percent of graduating class enrolled in 2 or 4 yr. college	44.9	47.3	2.3	4.9
Percent of graduating class enrolled in non-college postsecondary education	18.2	10.0	-8.2	-82.0
Percent of class of '82 who dropped out of high school (sophomores)	4.7	6.5	1.7	26.2
Percent of class of '83 who dropped out of high school (sophomores)	4.6	6.1	1.5	24.6
Percent of students who need remedial help in reading	20.4	18.1	-2.3	-12.7
Percent of students who need remedial help in English	20.9	18.0	-2.9	-16.1
Percent of students who need remedial help in math	20.9	20.5	-0.4	-2.0
Percent of seniors engaged in out-of-school programs	18.6	18.4	-0.2	-1.1
Average total per-pupil district expenditure	1910	2109	197	9.3
Average total per-pupil school expenditure	1745	2337	592	25.3
Percent of twelfth grade students suspended out-of-school	2.6	2.4	-0.2	-8.3
Level of student absenteeism[b]	2.4	2.5	0.1	4.0
Level of class-cutting	2.8	2.9	0.1	3.4
Level of parents' lack of interest in progress	2.6	2.3	-0.2	-8.7
Level of parents' lack of interest in school	2.6	2.4	-0.1	-4.2

TABLE 4.3

Comparison of Base Year substitute schools with refusal schools
(weighted by school weight)
(continued)

Statistic	Mean			
	Initial selection	Substitute selection	Raw difference	% difference
Level of teacher absenteeism	3.1	3.2	0.1	3.1
Level of teachers' lack of motivation	3.1	3.1	0.0	0.0
Incidence of robbery or theft	3.2	2.9	-0.3	-10.3
Incidence of vandalism	2.9	2.9	0.0	0.0
Incidence of drug and alcohol use	2.5	2.7	0.2	7.4
Incidence of rape or attempted rape	3.9	3.9	0.0	0.0
Incidence of weapons possession	3.8	3.8	-0.1	-2.6
Incidence of verbal abuse of teachers	3.2	3.3	0.1	3.0
Verbal confrontation among students[c]	2.9	2.7	-0.1	-3.7
Verbal confrontation among teachers	3.8	3.9	0.1	2.6
Verbal confrontation between teachers and students	3.2	3.1	-0.1	-3.2
Verbal confrontation between teachers and administrators	3.8	3.8	0.0	0.0
Verbal confrontation between teachers and parents	3.8	3.8	0.0	0.0
Verbal confrontation between administrators and parents	3.8	3.7	-0.1	-2.7
Verbal confrontation between school and central office	3.9	3.9	0.0	0.0

[a]Frequency count

[b]For all "Level" and "Incidence" items: 1=serious; 2=moderate; 3=minor; 4=not at all

[c]For all "confrontation" items: 1=daily; 2=at least once a week; 3=at least once a month; 4=rarely or never

TABLE 4.4

Frequency distribution of unsigned percentage differences

Unsigned percentage differences	Frequency
Less than 2%	7
2.0% - 3.9%	9
4.0% - 6.9%	3
7.0% - 9.9%	4
10.1% - 25.0%	5
Greater than 25%	3
	31

Mean: 9.2
Median: 3.7

the school-level bias component. The mean percentage difference of 9.2 thus corresponds to a bias estimate of 2.8 percent, which is quite similar to the figure of 1.6 given in Table 4.2.

Taken together, the results of both analyses suggest that school-level nonresponse may have contributed a bias that averages about 2.0 percent. For a few variables, the bias may be considerably larger than that; for most variables, the bias estimates do not differ significantly from zero.

4.2 Base Year Student Nonresponse

Equations (4) and (5) distinguish two components of nonresponse bias. The first component reflects school-level nonresponse, the second student-level nonresponse. During the Base Year, about 12 percent of the sample of sophomores and 15 percent of the sample of seniors were nonrespondents (Frankel et al., Sample Design Report, p. 125). Samples of these nonrespondents were retained for the First Follow-Up survey. The impact of Base Year student nonresponse can therefore be assessed using First Follow-Up data from Base Year nonrespondents.

The responses of Base Year participants and non-participants were compared on several items selected from the First Follow-Up student questionnaires, including selected sociodemographic variables, attitude items, and items relating to the student's present status and future plans. Some items were available for both cohorts, and other items were available for only one of the two cohorts.

Table 4.5 presents the results of comparisons for sex, race and educational aspirations. Results for 35 additional variables for the senior cohort and 18 additional variables for the sophomore cohort are included in Appendix 2A. The percentages in the table are weighted and are conditional on

TABLE 4.5

Comparison of Base Year participants with all Base Year selections and non-participants: Sophomore Cohort[a]

Variable	All students	Participants	Non-participants	Bias
Sex				
Male	49.3	48.9	52.8	-.4
Female	50.7	51.1	47.2	.4
Race				
White	71.8	73.5	59.6	1.7
Black	12.4	11.7	17.3	-.7
Hispanic	13.0	12.6	16.6	-.4
Other[b]	2.8	2.3	6.5	-.5
Educational goal				
High school or less	35.1	34.4	39.7	-.7
Vocational school	13.2	13.3	12.7	.1
Some college	17.2	17.8	12.5	.6
College degree	16.9	17.6	12.1	.7
Advanced degree	6.0	6.2	5.2	.2
Other/missing	11.4	10.6	17.8	-.8

[a]All figures in the table are weighted percentages conditional on the column variable.

[b]Remaining racial/ethnic groups were combined because of their small sample size.

TABLE 4.5

Comparison of Base Year Participants
With All Base Year Selections and Non-participants: Senior cohort[a]
(continued)

Variable	All students	Participants	Non-participants	Bias
Sex				
Male	48.1	47.6	51.7	-.5
Female	51.9	52.4	48.3	.5
Race				
White	77.5	77.2	79.1	-.3
Black	11.1	11.0	11.5	-.1
Hispanic	9.0	9.4	6.8	.4
Other[b]	2.4	2.4	2.6	0.0
Educational Goal				
High school or less	23.1	22.3	28.6	-.8
Vocational school	14.9	14.7	16.4	-.2
Some college	18.4	19.0	14.6	.6
College degree	28.4	29.1	24.3	.7
Advanced degree	5.3	5.5	4.5	.2
Other/missing	9.7	9.4	11.7	-.3

[a]All figures in the table are weighted percentages conditional on the column variable.

[b]Remaining racial/ethnic groups were combined because of their small sample size.

Base Year participation status; the percentages within each column sum to 100 (except for small rounding errors).

Equation (4) shows that the bias due to Base Year student nonresponse depends on the difference between respondents at cooperating schools and all students at cooperating schools:

$$\text{Student-level bias component} = \bar{Y}_{2R} - \bar{Y}_{1R} \qquad (8)$$

in which

$\bar{Y}_{2R}$ = a parameter, such as a mean or proportion, characterizing respondents attending cooperating schools,

$\bar{Y}_{1R}$ = the corresponding parameter characterizing all students attending cooperating schools.

The percentages in Table 4.5 for all students are estimates of $\bar{Y}_{1R}$ and the percentages for Base Year participants are estimates of $\bar{Y}_{2R}$. The differences between the two are estimates of bias.

On the whole, the table reveals only small discrepancies between estimates based only on data from Base Year participants and estimates based on data from both participants and non-participants. In terms of nonresponse bias, the tables indicate that the student-level bias component is small.

Table 4.5 includes estimates of the bias for twelve estimates for each cohort; the frequency distribution of these bias estimates is given in Table 4.6. (Since the original estimates are all percentages, the bias estimates have not been reexpressed.) For the sophomore cohort, the mean of the unsigned bias estimates is .6 percentage points and the median is .5; for the senior cohort, the mean and median are both .4 percentage points. The results for sex, race, and educational aspirations are representative of the larger set of variables examined in Appendix 2A.

TABLE 4.6

Distribution of unsigned bias estimates

Bias estimate	Sophomore cohort frequency	Senior cohort frequency
.0 - .1%	1	2
.2 - .3%	1	4
.4 - .5%	4	3
.6 - .7%	4	2
.8 - .9%	4	1
1.0% or greater	1	0
	12	12
Mean:	.6%	.4%
Median:	.5%	.4%

These results (along with those presented in the tables in Appendix 2A) show that the magnitude of the bias is generally small--few percentage estimates will be off by as much as one percent--and its direction predictable. The direction of the bias is partly a function of the different rates of nonresponse for different subgroups. In the Base Year survey, males had a higher nonresponse rate than females (Frankel et al., Sample Design Report, pp. 146-147); this difference explains why males are slightly underrepresented and females slightly overrepresented among the participants. Similarly, Blacks had a higher nonresponse rate than Whites; as a result, when estimates of racial composition are based only on participants' data, the estimate for Blacks appears to be too low and the estimate for Whites too high. Whenever a factor related to nonresponse is also related to a variable of substantive interest, estimates concerning the substantive variable will be somewhat biased. Because few variables are strongly related to student nonresponse and because the overall rates of student nonresponse are low, the bias estimates are small.

4.3 Analysis of First Follow-Up Student Nonresponse Rates

The analyses concerning Base Year nonresponse examined the effects of nonresponse. This section, which is concerned with student nonresponse during the First Follow-Up, is more descriptive in its aims. It examines the antecedents and correlates of nonresponse. A few preliminary remarks on the bias resulting from nonresponse are nonetheless in order. First, it should be noted that school nonresponse has the same effect on Base Year and First Follow-Up estimates--students attending refusal schools were not sampled in the Base Year and have no chance of inclusion in the First Follow-Up. For this reason, the estimates presented in Tables 4.1 and 4.3 serve as estimates of the bias due to school nonresponse for both the Base Year and First Follow-

Up surveys. Second, student nonresponse was much lower in the First Follow-Up than in the Base Year survey; other things being equal, the bias due to student nonresponse should be correspondingly smaller (cf. Equation [7]). Overall, the weighted student nonresponse rate during the First Follow-Up was 6.4 percent in the sophomore cohort (versus 12.0 percent during the Base Year) and 7.0 percent among the seniors (versus 15.2 percent during the Base Year). Thus, it is reasonable to expect that bias in First Follow-Up estimates due to student nonresponse is about 50 percent smaller than in Base Year estimates, where, as Tables 4.5 and 4.6 indicate, it is already small.

There were several causes of student non-participation in the First Follow-Up survey. Some students refused to cooperate; others could not be located or were unavailable at the time of the First Follow-Up survey; a few had died. Nonresponse rates were calculated in the usual way; the nonresponse rate is the proportion of the selected students (excluding deceased students) who were nonrespondents:

$$P = \frac{NR}{R + NR}$$

in which

P = the nonresponse rate

R = the number of responding students;

NR = the number of nonresponding students.

Nonresponse rates were calculated for each cohort by school and student-level variables using both unweighted and weighted data. The weight used was RAWWT. (See chapter 3 for a complete description of the weighting procedures.)

An overall indication of the level of particpation and non-participation in both the Base Year and First Follow-Up surveys is presented in Tables 4.7

and 4.8. Frequencies in each of the cells and the totals presented in Table 4.7 are unweighted data. Weighted data are shown in Table 4.8. The weighted nonresponse rate was approximately 6.4 percent (5.3 percent unweighted) in the sophomore cohort and 7.0 percent (6.3 percent unweighted) in the senior cohort. Of particular interest in Table 4.8 is the large percentage (approximately 83 percent) of Base Year non-participants who participated in the First Follow-Up survey. Despite this high response rate, Base Year non-participants constitute a substantial proportion of the First Follow-Up non-participants. In the sophomore cohort, 23 percent (370 of 1,586) of the First Follow-Up nonrespondents did not participate in the Base Year survey either;

TABLE 4.7
Distribution of participation levels for Base Year and First Follow-Up cohorts

First Follow-Up	Base Year participants	Base Year non-participants	Total	Percent
		Sophomore cohort[a]		
Participants	25,875	2,244	28,119	94.7
Non-participants	1,216	370	1,586	5.3
Total	27,091	2,614	29,705	100.0
Percent	91.2	8.8	100.0	--
		Senior cohort[b]		
Participants	10,815	412	11,227	93.7
Non-participants	674	83	757	6.3
Total	11,489	495	11,984	100.0
Percent	95.9	4.1	100.0	--

[a]Excludes deceased students (n=32)

[b]Excludes deceased students (n=11)

TABLE 4.8

Weighted distribution of participation levels for Base Year and First Follow-Up cohorts

First Follow-Up	Base Year participants	Base Year non-participants	Total	Percent
		Sophomore Cohort[a]		
Participants	3,107,209	428,934	3,536,143	93.6
Non-participants	154,811	85,179	239,990	6.4
Total	3,262,020	514,113	3,776,133	100.0
Percent	86.4	13.6	100.0	--
		Senior Cohort[b]		
Participants	2,444,228	377,441	2,821,669	93.0
Non-participants	138,493	76,052	214,545	7.0
Total	2,582,721	453,493	3,036,214	100.0
Percent	85.1	14.9	100.0	--

[a]Excludes deceased students (weighted n=3,668)

[b]Excludes deceased students (weighted n=3,498)

in the senior cohort, the figure is 11 percent (83 of 757). The weighted percentages are even higher--35.5 percent for the sophomores and 36.4 percent for the seniors. The absence of survey data for these double nonrespondents introduces some uncertainty into the descriptive results presented in this section.

Throughout this section nonresponse rates are based on weighted data. This was done for two reasons. First, the magnitude of the differences in nonresponse rates differs only trivially when the data are analyzed in weighted versus unweighted form. Second, when nonresponse rates for the sample are appropriately weighted, results may be projected to the entire population of sophomores and seniors in the United States (see chapter 3) and may serve as estimates of the parameter P_2 in equation (5).

4.3.1 Student Nonresponse Rates: School Variables

This section examines nonresponse for each cohort by school-level variables. Five variables are shown in Table 4.9: school type, Census region, level of urbanization, percentage of Black enrollment, and average enrollment. Base Year data were used to classify the schools.

Table 4.9 indicates that the highest nonresponse rate for the sophomore cohort occurred among alternative school students (14.2 percent) and the lowest among students at Catholic schools (3.1 percent). Among seniors, non-Catholic private school students had the highest nonresponse rate (10.5 percent) and Catholic school students the lowest (4.3 percent).

There is little variation in nonresponse by region, although in both cohorts, students selected at schools in the West show the highest rate of nonresponse (9.2 percent for the sophomores and 10.6 percent for the seniors). The nonresponse rates in the other regions are, for both cohorts, around six percent.

TABLE 4.9

Weighted student nonresponse rates
by selected school characteristics

Characteristic	Sophomore cohort	Senior cohort
ALL STUDENTS	.064	.071
School Type		
Regular public	.065	.071
Hispanic public	.084	.094
Alternative public	.142	.070
Non-Catholic private	.052	.105
Catholic	.031	.043
Region		
Northeast	.059	.056
North Central	.063	.068
South	.053	.063
West	.092	.106
Urbanization		
Urban	.090	.094
Suburban	.067	.067
Rural	.038	.060
Percent Black		
25% or less	.065	.066
Greater than 25%	.070	.101
Average enrollment		
100 or less	.052	.069
101-135	.039	.057
326-550	.069	.073
More than 550	.099	.088

For both cohorts, there is a small but consistent relationship between student nonresponse and level of urbanization. The nonresponse rate is highest for students who were attending urban schools at the time of sample selection (9.0 percent for the sophomore cohort and 9.4 percent for the senior), next highest for students from suburban schools (6.7 percent for both cohorts, and lowest for students from rural schools (3.8 and 6.0 percent).

Students selected at schools with a large percentage of Blacks (25 percent or more) showed somewhat higher rates of nonresponse than students at schools with fewer Blacks. The difference in nonresponse rates is much larger for the senior cohort (10.1 vs. 6.6 percent) than for the sophomores (7.0 vs. 6.5 percent).

Student nonresponse seems to show a complex relationship to school size. For both cohorts, the rates are lowest for schools with between 101 and 325 students per class (3.9 percent for the sophomores and 5.7 percent with the seniors) with higher rates among students who atended the smallest and largest schools.

4.3.2 First Follow-Up Student Nonresponse Patterns: Individual Level Variables

In this section, the student nonresponse rates to the First Follow-Up survey are analyzed by individual-level variables, including demographic characteristics, academic aptitude, attitude toward school, and self-reported school-related behavior. Students were classified by their responses to the Base Year Questionnaire.

Table 4.10 shows the weighted rate of nonresponse by race, sex, academic program, SES, test quartile, and student status. Appendix 2B displays the unweighted results for these variables and results for supplementary analyses based on other classification variables. The category "other/unknown" is a general classification that includes both missing data and data for respondents

TABLE 4.10

Weighted student nonresponse rates
by selected student characteristics

Characteristic	Sophomore cohort	Senior cohort
ALL STUDENTS	.064	.071
Race		
White	.040	.042
Black	.050	.061
Hispanic	.030	.044
Other/unknown	.491	.558
Sex		
Male	.074	.085
Female	.053	.056
Academic program		
General	.051	.061
Academic	.036	.040
Vocational	.055	.057
Other/unknown	.154	.164
SES		
Lowest quartile	.051	.062
Middle two quartiles	.042	.050
Highest quartile	.045	.046
Other/unknown	.151	.159
Test quartile		
Lowest quartile	.061	.078
Middle two quartiles	.043	.050
Highest quartile	.032	.030
Other/unknown	.137	.128
Student status		
In school	.042	--
Transfer	.105	--
Early graduate	.073	--
Dropout	.147	--

who did not fall into any of the other specifically defined categories. Nonresponse generally is substantially higher for the "other/unknown" categories. This is an artifact attributable to the substantial number of First Follow-Up nonrespondents who were also Base Year nonrespondents. These double non-participants could only be classified in the unknown category, elevating the nonresponse rate for tnat group.

There is little variation in student nonresponse by race. Blacks show the highest nonresponse rate in both cohorts, but a substantial portion of the First Follow-Up student nonrespondents were also Base Year nonrespondents and could not be classified by race. For this reason, there is some uncertainty about the actual nonresponse rates for the different races.

In both cohorts, males exhibit a higher nonresponse rate than females. The difference is 2.1 percent in the sophomore cohort (7.4 percent for males vs. 5.3 percent for females) and 2.9 percent in the senior cohort (8.5 vs. 5.6).

In both cohorts, students who were in academic programs during the Base Year were less likely to be nonrespondents than students in general or vocational programs. The differences among the programs are not large (see Table 4.10).

In each cohort, nonresponse was highest for students classified in the lowest SES level (5.1 percent in the sophomore cohort, 6.2 percent in the senior cohort). The lowest nonresponse rate was observed for the sophomore cohort members classified as "middle" SES (4.2 percent), and for the senior cohort, for students classified in the highest SES category (4.6 percent). In general, there is little variation in the rate of nonresponse for the different SES classifications.

There is an inverse relation between test quartile and rate of nonresponse for each cohort. For the sophomore cohort, students classified in the lowest quartile had rates of nonresponse almost twice as large as students classified in the highest quartile (6.1 percent vs. 3.2 percent); the difference is even more pronounced for seniors (7.8 vs. 3.0).

Table 4.10 also shows that the sophomores who dropped out (14.7 percent) or transferred (10.5 percent) had the highest nonresponse rate for the First Follow-Up survey. Students who remained in school showed the the lowest nonresponse rate (4.2 percent). Dropouts and transfer students are the most difficult to locate and this difficulty may account for their relatively high nonresponse rates.

These differences across groups in response rates are for the most part similar to those observed during the Base Year. A picture of student nonrespondents is beginning to emerge from the analyses, which suggest that groups with less involvement with education were less likely to participate in the survey: dropouts had higher nonresponse rates than non-dropouts; students with lower grades and lower test scores showed higher nonresponse than students with higher grades and test scores; students who were frequently absent from school showed higher nonresponse than students absent infrequently; students in vocational or general programs were more likely to be nonrespondents than students in academic programs.

4.4 Summary

The analyses presented here support three general conclusions:

(1) The school-level bias component in Base Year and First Follow-Up estimates is small, averaging less than 2 percent;

(2) The student-level bias component in Base Year estimates is also small, averaging about .5 percent for percentage estimates concerning either cohort;

(3) The student-level bias component in First Follow-Up estimates is limited by the nonresponse rates, which for both cohorts were about half the Base Year rates.

The first and second conclusion together suggest that nonresponse bias is not a major contributor to error in Base Year estimates; the first and third suggest that nonresponse bias is not a major contributor to error in First Follow-Up estimates.

Each of these conclusions must be given some qualification. The analysis of school-level nonresponse is based on data concerning the schools, not the students attending them. The analyses of student nonresponse are based on survey data and are themselves subject to nonresponse bias. Despite these limitations, the results consistently indicate that nonresponse had a small impact on Base Year and First Follow-Up estimates.

5. STANDARD ERRORS AND DESIGN EFFECTS

This chapter examines the standard errors for statistics--such as means and proportions--derived from the First Follow-Up data sets. Most researchers are familiar with the use of standard errors to assess the variability of estimates based on simple random samples; more complex designs, however, raise less familiar statistical issues. Both the senior and sophomore cohorts for the First Follow-Up were selected using stratified, clustered, unequal probability designs. With such complex designs, standard errors must be calculated using different procedures from the familiar methods used for data from simple random samples.

Before presenting standard errors for First Follow-Up estimates, it is useful to discuss some of the statistical issues raised by complex sample designs. First, the computational procedures used to estimate the standard errors are discussed, followed by an examination of the relationship between standard errors based on complex samples and those based on simple random samples.

5.1 Computational Procedures

In a simple random sample, the mean is estimated as

$$\bar{x}_{srs} = \sum^{n} x_i/n \qquad (1)$$

Only the numerator is subject to sampling error; the denominator (the sample size) is taken as a fixed constant. In more complex sample designs, the mean is estimated as a ratio of estimates; for the High School and Beyond survey, the ratio is

$$r = \frac{\Sigma\Sigma\Sigma\, y_{hij}}{\Sigma\Sigma\, x_{hi}} = \frac{y}{x} \qquad (2)$$

in which

y_{hij} = the weighted value for student j from school i in stratum h,

x_{hi} = the estimated size of school i in stratum h.

The numerator (y) represents an estimate of the population total; the denominator (x), an estimate of the population size. When cluster sizes are unequal, the overall sample size will fluctuate depending on which clusters are selected. For the same reason, the estimates of the population size will show sampling fluctuation. Thus, for a ratio estimator, both the numerator and the denominator are subject to sampling error.

In their classic paper, Kish and Frankel[1] distinguish three major approaches to the computation of standard errors for statistics based on complex designs where ratio estimators must be used: Taylor Series, balanced repeated replication (BRR), and jackknife repeated replication (JRR).

Taylor Series estimation. It can be shown[2] that the variance of r (i.e., the square of the standard error of r) is

$$E(r - R)^2 = E\ \frac{dy - Rdx}{X}\ \left(\frac{1}{1 + dx/X}\right)^2 \qquad (3)$$

in which

$E(r - R)^2$ = the expected value of the squared difference between the population parameter R and the sample estimate r.

dy = the difference between the sample estimate y and the population value Y.

X = the population size

dx = the difference between the sample estimate of the population size, x, and the population size X.

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[1] L. Kish and M. Frankel, "Inference From Complex Samples," Journal of the Royal Statistical Society: Series B (Methodological), 36 (1974):2-37.

[2] L. Kish, Survey Sampling (New York: John Wiley, 1965), 206-208.

If the term involving one plus the relative error of x (i.e., dx/X) is ignored, it can be shown that (3) reduces to:

$$E(r-R)^2 = 1/X^2 \ (Var_y + R^2 Var_x - 2 \ R \ Cov_{xy}) \qquad (4)$$

in which

Var_y = the variance of y

Var_x = the variance of x

Cov_{xy} = the covariance of x and y

All the terms in equation (4) can be estimated from sample data (e.g., r would take the place of R, x the place of X, and so forth). The variance terms are estimated by the variation of primary selection means around the stratum mean. Sampling statisticians have offered several rationales for the use of equation (4) as an approximation of (3). One line of argument[1] makes use of a standard approximation technique, called Taylor Series approximation, which gives this approach its name.

Balanced repeated replication (BRR). The replication approach was originally developed by Deming.[2] The principle underlying replicated sampling is quite simple. If a sample of size n is desired, g independent replicate samples are selected, each of size n/g. The variation among estimates from each replicate can be used to estimate the variance of estimates based on the entire sample.

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[1]M. Hansen, W. Hurwitz and W. Madow, Sample Survey Methods and Theory, vol. II (New York: John Wiley, 1953).

[2]W. Deming, "On Simplification of Sampling Design Through Replication With Equal Probablilities and Without Stages," Journal of the American Statistical Association 31 (1956):24-53.

Balanced repeated replication extends the principle of replication. It is usually applied to stratified designs with two primary selections per stratum. By choosing one primary selection from each stratum, a half-sample is created; the unselected primary units form another half-sample. In a design with h strata, a total of $2^{(h-1)}$ different pairs of half-samples can be formed in this fashion. Each pair is referred to as a replicate. It is customary to form only a portion of the possible replicates using an orthogonal balanced design.

For any given replicate, estimates such as the ratio means r_1 and r_2 can be computed from each half-sample. Then the sampling variance for the overall statistic (r) can be estimated in any of several ways[1]. One method compares the estimate from one half-sample with the overall estimate:

$$\text{Var}_k\ (r) = (r_{1k} - r)^2 \qquad (5)$$

in which

$\text{Var}_k\ (r)$ = the variance estimate based on replicate k,

r = an estimate based on the entire sample,

r_{1k} = an estimate based on one of the half-samples from replicate K.

The final estimate for the variance of r is the average of Var_k across all the replicates. The estimate r need not be a ratio mean; the logic of BRR applies to any type of estimate, giving the method its broad generality.

Jackknife repeated replication. Equation (5) shows that the variance of a sample statistic can be estimated using data from a portion of the sample, that is from a single half-sample. Jackknifing is a generalization of

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[1]M. Frankel, Inference from Survey Samples: An Empirical Investigation (Ann Arbor: Institute for Social Research, University of Michigan, 1971), 35.

this idea. Tukey[1] has shown how estimates of variance can be obtained from a subsample of the original sample, even when the subsample includes all but one of the sample observations. He refers to the technique as jackknifing.

Frankel[2] has shown how jackknifing can be used with complex stratified samples. Again this assumes a design with two primary selections in each stratum. For a particular stratum, the variance using (6) can be estimated:

$$Var_h = (r_{1h} - r_h)^2 \qquad (6)$$

in which

r_{1h} = an estimate based on one of the primary selections from stratum h,

r_h = the corresponding estimate based on both primary selections from the stratum.

The estimated variance for the entire sample is just the sum of the estimated strata variances. With JRR, each "replication" represents the contribution of a single stratum to the variance of estimates from the entire sample.

Comparison of the methods. In the Base Year survey, NORC provided standard errors for sample statistics, using a program based on the Taylor Series approach. Prior to the First Follow-Up survey, NCES acquired a program that computes BRR standard error estimates. The BRR program was used to compute standard errors for statistics derived from the First Follow-Up data sets.

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[1]See for example, J. Tukey, Exploratory Data Analysis (New York: John Wiley, 1978).

[2]Frankel, Inference from Survey Samples: An Empirical Investigation (Ann Arbor: Institute for Social Research, University of Michigan, 1971).

BRR assumes a design with two primary selections per stratum. Although the High School and Beyond sample is stratified, each of the original strata includes more than two primary selections (the primary selections in this case were high schools or students at high schools that came into the sample with certainty). In order to meet the assumptions of BRR, the original 26 school strata were divided into 90 "computing" strata. Within each computing stratum, the primary selections were randomly divided into two groups, which were treated as "pseudo-primaries." The BRR program, thus, treats the sample as though it included two primary selections from each of 90 strata.[1]

Previous empirical investigation[2] indicated that Taylor Series, BRR, and JRR gave comparable results, although BRR standard error estimates consistently gave more accurate significance levels for t-statistics. Nonetheless, a comparison of Taylor Series and BRR standard error estimates was undertaken in order to assure that standard errors from the Base Year and First Follow-Up surveys can be interpreted in the same way.

For 60 estimated proportions based on senior cohort data, standard error estimates were calculated using both procedures. Thirty of the proportions are based on First Follow-up questionnaire data. The other 30 are based on comparable Base Year items from Base Year respondents who were retained in the First Follow-up sample. Table 5.1 gives the two sets of standard errors for the First Follow-Up statistics. Table 5.2 gives them for the Base Year statistics.

In line with the earlier empirical work, no marked difference are found between the Taylor Series and BRR standard error estimates. In both tables,

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[1]The BRR program is available through NCES. The public use data tapes include the computing strata and pseudo-primary selection codes.

[2]Frankel, Inference from Survey Samples: An Empirical Investigation (Ann Arbor: Institute for Social Research, University of Michigan, 1971).

TABLE 5.1

BRR and Taylor Series SE estimates for Follow-Up statistics

Statistic	Estimate	SE-BRR	SE-Taylor
Prop. Planning professional career	0.260	0.006	0.006
Prop. Able to finish college	0.867	0.005	0.006
Prop. Planning to finish college	0.486	0.011	0.010
Prop. Satisfied with less than college	0.629	0.011	0.011
Prop. Whose mother finished college	0.142	0.009	0.009
Prop. Whose father finished college	0.227	0.010	0.010
Prop. Married	0.107	0.006	0.005
Prop. Expecting child by 25	0.489	0.010	0.009
Prop. Started first job	0.420	0.009	0.008
Prop. Expecting own place by 24	0.916	0.004	0.004
Prop. Completed full time education	0.136	0.006	0.005
Prop. With handicap	0.070	0.003	0.003
Prop. "Success not very important"	0.829	0.005	0.005
Prop. "Money not important"	0.147	0.004	0.005
Prop. "Community leadership important"	0.465	0.007	0.008
Prop. "Inequality important"	0.670	0.007	0.007
Prop. "Leisure not important"	0.013	0.001	0.001
Prop. "Good luck more important	0.100	0.004	0.004
Prop. "Someone prevents success"	0.216	0.006	0.006
Prop. "Plans never work out"	0.143	0.005	0.005
Prop. With not much to be proud of	0.087	0.004	0.004
Prop. Who watch more than one hour of TV	0.778	0.007	0.007
Prop. Expecting no kids	0.098	0.004	0.004
Prop. With siblings in college	0.372	0.007	0.006
Prop. With 2 or more sibs in H.S.	0.099	0.003	0.004
Prop. Hard of hearing	0.012	0.001	0.001
Prop. "People goof off at work"	0.182	0.006	0.007
Prop. Who prefer work to school	0.513	0.008	0.008
Prop. "Job encourages good habits"	0.858	0.005	0.005
Prop. With positive attitude to self	0.949	0.003	0.004

TABLE 5.2

BRR and Taylor Series SE estimates for
Base Year statistics

Statistic	Estimate	SE-BRR	SE-Taylor
Prop. Planning professional career	0.269	0.005	0.006
Prop. Able to finish college	0.803	0.005	0.006
Prop. Planning to finish college	0.457	0.009	0.009
Prop. Satisfied with less than college	0.713	0.009	0.009
Prop. Whose mother finished college	0.148	0.008	0.007
Prop. Whose father finished college	0.245	0.011	0.011
Prop. Married	0.010	0.002	0.002
Prop. Expecting child by 25	0.523	0.010	0.009
Prop. Started first job	0.170	0.005	0.005
Prop. Expecting own place by 24	0.913	0.004	0.004
Prop. Completed full time education	0.013	0.001	0.001
Prop. With handicap	0.054	0.003	0.003
Prop. "Success not very important"	0.880	0.004	0.005
Prop. "Money not important"	0.116	0.005	0.005
Prop. "Community leadership important"	0.510	0.008	0.008
Prop. "Inequality important"	0.610	0.008	0.007
Prop. "Leisure not important"	0.021	0.002	0.002
Prop. "Good luck more important	0.121	0.004	0.004
Prop. "Someone prevents success"	0.236	0.007	0.006
Prop. "Plans never work out"	0.188	0.006	0.006
Prop. With not much to be proud of	0.116	0.005	0.005
Prop. Who watch more than one hour of TV	0.848	0.006	0.006
Prop. Expecting no kids	0.098	0.005	0.005
Prop. With siblings in college	0.314	0.007.	0.007
Prop. With 2 or more sibs in H.S.	0.141	0.005.	0.005
Prop. Hard of hearing	0.018	0.002	0.002
Prop. "People goof off at work"	0.169	0.005	0.005
Prop. Who prefer work to school	0.515	0.007	0.007
Prop. "Job encourages good habits"	0.787	0.006	0.006
Prop. With positive attitide to self	0.908	0.006	0.005

the correlation between the two sets of estimates exceeds .97. The mean of the 30 Taylor Series standard error estimates in Table 5.1 is identical to the mean of the BRR estimates. The difference between the means of the estimates in Table 5.2 is miniscule (.00007), with the BRR program giving the slightly higher estimates.

5.2 Design Effects

No matter which method is used to estimate the standard errors for First Follow-Up statistics, the standard errors will be different from standard errors calculated on the assumption that the data is from a simple random sample. Like most national samples, the High School and Beyond sample is not a simple random sample; it departs from the model of simple random sampling in three major respects: the selections are clustered by school, major subgroups (such as private school students) are deliberately overrepresented in the sample, and the selections are stratified by school type. (The sample design is summarized in chapter 2 of this report.)

Each of these departures from simple random sampling has a predictable impact on the standard errors of sample estimates. The variance of a statistic from a complex sample can be represented as the product of four factors:

$$\text{Var}(\bar{x}) = \text{Var}_{srs} \times \text{Cluster} \times \text{Strat} \times \text{Disprop} \qquad (7)$$

in which

$\text{Var}(\bar{x})$ = the actual variance of a sample estimate

Var_{srs} = the estimate variance that would be obtained if the sample were treated as a simple random sample

Cluster, Strat, Disprop = factors representing the impact of clustering, stratification, and disproportionate sampling.

$\text{Var}(\bar{x})$ can be estimated from sample data using any of the techniques considered earlier.

The ratio between $\text{Var}(\bar{x})$ and Var_{srs} is commonly referred to as the design effect (DEFF). From equation (7), it is clear that this ratio is the product of three factors:

$$\text{DEFF} = \text{Cluster} \times \text{Strat} \times \text{Disprop} \tag{8}$$

It can also be shown that each factor is itself a ratio:

$$\text{Cluster} = \frac{\text{Var}_{\text{cluster}}}{\text{Var}_{srs}} = \text{DEFF}_1 \tag{9a}$$

$$\text{Strat} = \frac{\text{Var}_{\text{cluster,strat}}}{\text{Var}_{\text{cluster}}} = \text{DEFF}_2 \tag{9b}$$

$$\text{Disprop} = \frac{\text{Var}_{\text{disprop, cluster, strat}}}{\text{Var}_{\text{cluster,strat}}} = \text{DEFF}_3 \tag{9c}$$

in which $\text{Var}_{\text{cluster}}$ refers to the variance from a clustered sample with the same number of observations as the actual sample, $\text{Var}_{\text{cluster,strat}}$ refers to the variance from a clustered and stratified sample with the same number of observations as the actual sample, and $\text{Var}_{\text{disprop,cluster,strat}}$ refers to the variance from a disproportionate, stratified, and clustered sample with the same number of observations as the actual sample. Formulas are available[1] for estimating the values of the three DEFF factors for means or proportions. In general, DEFF_1 and DEFF_3 are greater than 1.0, while DEFF_2 is less than 1.0. That is, clustering and disproportionate allocation increase the overall design effect, while stratification reduces it.

In many cases, it is more useful to work with standard errors than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimate from a simple random sample:

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[1] Kish, Survey Sampling (New York: John Wiley, 1965).

$$DEFT = (DEFF)^{1/2} \qquad (10)$$

$$= (Var(\bar{x})/Var_{srs})^{1/2}$$

$$= se(\bar{x})/se_{srs}$$

5.3 Standard Errors and Design Effects for the First Follow-Up

Standard errors and design effects were computed for three types of statistics derived from the First Follow-Up data sets: a) simple estimates, such as means and proportions, based on First Follow-Up data; b) simple Base Year estimates, based on the Base Year data from respondents selected into the First Follow-Up sample; and c) change estimates, based on data from respondents who participated in both rounds of data collection. For the senior cohort, the simple estimates consist of 30 proportions calculated using the appropriate weights. The change estimates are the weighted mean changes on these same variables. Similarly, for the sophomore cohort, the simple estimates include 30 proportions and, in addition, seven test score means. The change estimates are the weighted mean changes on these 37 variables.

Variables for the standard error computations were selected with three main criteria in mind: the variables should be frequently used in analyses of the data, comparable variables should be available in both the Base Year and First Follow-Up, and the proportions should cover a range of values.

These statistics were computed for each cohort taken as a whole and for selected subgroups. For the senior cohort, subgroups were formed based on race (White and other, Black, Hispanic), SES (low, middle, high), and post-secondary education (no postsecondary schooling, some postsecondary schooling). In addition, for the senior cohort taken as a whole (but not for the subgroups), estimates of a fourth type were calculated--30 simple correlations involving Base Year variables and 30 involving Follow-Up variables.

For the sophomore cohort, the subgroup classifications were based on race, SES, school type (public and private), and school program (academic, vocational, and general). The complete set of estimates, standard errors, and design effects is presented in Appendix 3 (for the senior cohort) and Appendix 4 (for the sophomore cohort).[1]

Tables 5.3 and 5.4 show the mean design effects (DEFFs) and mean root design effects (DEFTs) for each cohort and subgroup. To facilitate comparisons between the two cohorts, two means are presented for the sophomore cohort. The first includes only the thirty proportions; the second includes both the proportions and the test score means. These tables suggest that the efficiency of the First Follow-Up sample depends in part on the type of estimate being made. The mean design effect for estimates concerning all members of the senior cohort is highest when the estimates are simple estimates (2.64 for simple Follow-Up estimates and 2.73 for simple Base Year estimates), lower when the estimates are change estimates (2.19), and lowest when the estimates are correlations (1.93 for Follow-Up correlations and 1.99 for Base Year correlations). Similarly, for the sophomore cohort, change estimates have lower mean design effects than either type of simple estimate. This result (which applies to subgroup estimates as well) is in line with empirical results suggesting that more complex estimators generally show lower design effects.[2]

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[1] In the Base Year, statistics were also included for males and females. The design effects for the two groups were very similar to each other and to the design effects for Whites and others. For this reason, separate standard errors and design effects were not calculated for either sex in the First Follow-Up study.

[2] Kish and Frankel, "Inference from Complex Samples," Journal of the Royal Statistical Society: Series B (Methodological), 36 (1974).

TABLE 5.3

Mean design effects and root design effects for senior cohort estimates

Group	Follow-Up estimates	Base Year estimates	Change estimates
Mean design effects			
All students	2.64	2.73	2.19
White and other	1.92	1.98	1.67
Black	2.75	1.66	1.53
Hispanic	3.47	2.78	2.32
Low SES	2.42	2.50	2.25
Middle SES	1.73	1.90	1.84
High SES	1.87	1.77	1.80
No postsecondary ed.	2.10	2.10	1.92
Some postsecondary ed.	2.69	2.45	2.24
Correlations (all students)	1.93	1.99	--
Mean root design effects			
All students	1.57	1.62	1.43
White and other	1.35	1.39	1.26
Black	1.64	1.27	1.22
Hispanic	1.84	1.66	1.51
Low SES	1.54	1.57	1.47
Middle SES	1.31	1.37	1.35
High SES	1.36	1.32	1.33
No postsecondary ed.	1.43	1.43	1.37
Some postsecondary ed.	1.61	1.54	1.48
Correlations (all students)	1.38	1.39	--

TABLE 5.4
Mean design effects and root design effects
for sophomore cohort estimates

Group	Follow-Up estimates Prop.	Follow-Up estimates All	Base Year estimates Prop.	Base Year estimates All	Change estimates Prop.	Change estimates All
Mean design effects						
All students	3.14	3.59	2.42	2.90	1.80	1.91
White and other	2.92	3.12	2.13	2.44	1.62	1.72
Black	2.68	2.85	1.64	1.86	1.56	1.61
Hispanic	2.63	2.72	2.04	2.05	1.88	1.92
Low SES	1.71	1.78	1.49	1.52	1.42	1.46
Middle SES	1.82	1.96	1.61	1.64	1.48	1.57
High SES	2.34	2.44	1.85	2.19	1.52	1.57
Public schools	2.54	2.87	2.15	2.42	1.66	1.77
Private schools	7.76	9.17	5.67	7.62	2.65	2.82
Academic program	2.49	2.54	2.33	2.54	1.75	1.76
Vocational program	1.81	1.81	1.54	1.52	1.42	1.48
General program	2.00	2.04	1.63	1.75	1.70	1.77
Mean root design effects						
All students	1.72	1.84	1.51	1.64	1.33	1.37
White and other	1.67	1.72	1.42	1.51	1.26	1.30
Black	1.61	1.66	1.26	1.33	1.23	1.25
Hispanic	1.61	1.63	1.41	1.41	1.35	1.37
Low SES	1.29	1.32	1.21	1.22	1.18	1.20
Middle SES	1.33	1.38	1.25	1.26	1.20	1.24
High SES	1.50	1.53	1.35	1.45	1.22	1.24
Public school	1.56	1.65	1.42	1.50	1.28	1.32
Private school	2.51	2.75	2.16	2.49	1.57	1.62
Academic program	1.53	1.54	1.48	1.54	1.29	1.31
Vocational program	1.34	1.33	1.24	1.22	1.18	1.21
General program	1.40	1.41	1.27	1.31	1.29	1.32

Senior cohort. On the whole, the simple Base Year and Follow-Up estimates are about equally efficient for the senior cohort. The two types of estimates show similar mean design effects for the cohort as a whole and for each of the subgroups (except the Hispanics). Moreover, the mean design effects reported in Table 5.3 are similar to those observed during the Base Year. For all senior cohort members, the mean design effect during the Base Year was 2.69, a value quite similar to those in Table 5.3 (2.64 and 2.73). Most of the mean design effects for the subgroups are also similar to those calculated using data from the entire Base Year sample. (The Base Year design effects are described in detail in Frankel et al., Sample Design Report, pp. A-24 through A-42.)

It is perhaps surprising that the senior cohort First Follow-up sample design effects are so similar to those found in the Base Year. The First Follow-Up sample design called for the systematic overrepresentation of a number of policy-relevant subgroups and, as equation (8) shows, such disproportionate allocation has an impact on the design effects. (Although some of these groups were already overrepresented in the Base Year sample, the degree of overrepresentation is much greater in the First Follow-Up sample.) For means and proportions, the impact of disproportionate allocation ($DEFF_3$) is related to the variability of the weights, which are designed to compensate for the disproportionality. $DEFF_3$ can be estimated by

$$DEFF_3 = 1 + \frac{Var_w}{\bar{w}^2} \qquad (11)$$

in which

Var_w = the variance of the weights

$\bar{w}$ = the mean of the weights

For both BYWT and FUWT, the value of $DEFF_3$ exceeds 2.0. For the entire Base Year sample, the value is only 1.32.

Something must be compensating for the increase in $DEFF_3$. There is little reason to think it is a change in the value of $DEFF_2$, which reflects the effect of stratification. For simple estimates, $DEFF_2$ depends on the differences among stratum means. The original strata were school types, and it is reasonable to assume that the differences among students attending different types of schools have not changed much in the two years since the Base Year. (For estimates involving Base Year data, the value of $DEFF_2$ should be the same whether the estimate is based on the entire sample or just the subsample for the First Follow-Up.)

On the other hand, the cluster effect ($DEFF_1$) is likely to have changed considerably. Clustering reduces the efficiency of the sample, and increases the design effect, because observations within a cluster tend to be similar. For means and proportions, $DEFF_1$ is related to the number of selections per cluster and to the degree of within-cluster homogeneity. It can be estimated as

$$DEFF_1 = 1 + (\bar{b} - 1) \text{ rho} \qquad (12)$$

in which

$DEFF_1$ = the impact of clustering on the overall design effect (compare equation [9a])

$\bar{b}$ = the average number of cases per cluster

rho = the intraclass correlation coefficient, a measure of within-cluster homogeneity

Rho takes on different values for different variables. There is no indication that it is, on the average, either lower or higher for First Follow-Up variables. (Of course, for Base Year variables, rho should be the same whether the estimates are based on the entire sample or just the subsample retained for follow-up.) By contrast, $\bar{b}$ has changed dramatically--the average number of students per school has dropped from about 28 in the Base Year sample to about 11 in the First Follow-Up sample. For this reason, the average value of $DEFF_1$ should be considerably lower--enough to cancel out the effect of the increase in $DEFF_3$.

Sophomore cohort. For the sophomore cohort, estimates using the Follow-Up sample are relatively less efficient than estimates using the Base Year sample. For all cohort members (see Table 5.4), the mean design effect is higher for simple Follow-Up estimates than for simple Base Year estimates (3.14 vs. 2.42 for proportions; 3.59 vs. 2.90 for all statistics). Most of the subgroups show similar differences between means for Follow-Up and Base Year simple estimates. The relative inefficiency of the Follow-Up estimates can be traced to the increased variability of the weights.

When the Follow-Up sample is used to make inferences about the Follow-Up population, the appropriate weight is FUWT (or FUTESTWT with test scores). When Base Year data from members of the Follow-Up sample is used to make inferences about the Base Year population, the appropriate weight is BYWT (or BYTESTWT). As chapter 3 shows, FUWT is considerably more variable (variance = 19,530) than BYWT (variance = 10,066). Base Year non-participants who were retained in the Follow-Up sample appear to be the source of the increased variability of FUWT. Base Year non-participants who had left school were subsampled for the First Follow-Up at a rate of .10 and the mean FUWT for this group is about 15 times larger than the mean for the rest of the

sample. Because these cases were Base Year non-participants, they were not included in Base Year estimates and hence do not affect the efficiency of Base Year estimates.

The senior cohort design effects do not show a similar disparity in the efficiency of Base Year and Follow-Up estimates. This presumably reflects the fact that Base Year nonrespondents are not so systematically underrepresented in the senior cohort of the First Follow-Up sample.

In the Base Year the mean design effect for sophomore cohort estimates was 2.88. Using Base Year data from the subsample retained for the First Follow-Up, a mean design effect of 2.90 is found. This should hardly come as a surprise, since the subsample included nearly all of the Base Year participants. As noted already, the subsampling of Base Year non-participants increased the design effects for simple First Follow-Up estimates.

5.4 Design Effects and Approximate Standard Errors

The mean design effects given in Tables 5.3 and 5.4 can be used in approximating standard errors that are not included in the appendix tables. For example, the standard error of a proportion can be estimated from the simple random sample variance and the appropriate mean root design effect (DEFT):

$$SE = DEFT \times (p\,(1 - p) / n)^{1/2} \qquad (13)$$

Similarly, the standard error for a mean can be calculated with the mean DEFT and the weighted variance of the individual scores:

$$SE = DEFT \times (WTVAR / n)^{1/2} \qquad (14)$$

in which

WTVAR = weighted variance of the individual scores

n = unweighted number of valid observations

DEFT = mean of the root design effects for simple estimates.

The formula for the approximate standard error of a mean also applies to mean changes. The appropriate weight for change estimates is the panel weight (PANELWT).

Subgroup estimates. Tables 5.3 and 5.4 make it clear that the mean design effects and mean root design effects vary considerably by subgroup. For this reason, it is important to use the mean for the relevant subgroup in calculating approximate standard errors for subgroup statistics.

Two rules of thumb are useful for calculating additional approximate standard errors for subgroups. First, the sample will generally be more efficient for making inferences about groups that are formed by subdividing groups listed in the tables. Estimates concerning Hispanic males, for example, will generally be more efficient than corresponding estimates concerning all Hispanics or all males. It will generally be conservative to use the mean root design effect for all Hispanics to estimate standard errors for Hispanics of either sex. This first rule applies only when the variable used in subdividing a group crosscuts schools. Sex is one such variable since most schools include both males and females.

A second rule of thumb applies to comparisons between subgroups. If the subgroups crosscut schools, then the design effect for the difference between the subgroup means will be somewhat smaller than the design effects for the individual means:

$$Var_{b-a} < Var_b + Var_a \qquad (15)$$

in which

Var_{b-a} = the variance of the difference between means

Var_a = the variance of the mean for subgroup a

Var_b = the variance of the mean for subgroup b

Thus, $Var_b + Var_a$ can be used with conservative results.

More complex estimators. Tables 5.3 and 5.4 also show that design effects vary considerably by type of statistic. A third rule of thumb[1] is that more complex estimators show somewhat smaller design effects than simpler ones. Thus, correlations tend to have smaller design effects than change estimates and change estimates tend to have smaller design effects than means. Investigators calculating approximate standard errors for complex statistics (such as multiple correlations or regression coefficients) can use the mean root design effect for change estimates with generally conservative results. The procedure for calculating the approximate standard error of a complex estimate is analogous to the procedure for simpler statistics. First, a standard error is calculated using the formula for simple random samples. Then the simple random sample standard error is multiplied by the appropriate mean root design effect.

[1] Kish and Frankel, "Inference from Complex Samples," Journal of the Royal Statistical Society: Series B (Methodological), 36 (1974).

6. SAMPLE DESIGN FOR THE HIGH SCHOOL TRANSCRIPTS STUDY

6.1 Introduction

The sample for the High School Transcripts study consists of 18,427 selections from among the 1980 sophomores who were eligible for the First Follow-Up survey. The major features of the sample design include:

- continued oversampling from population segments of special concern to education policy makers (described below);
- the inclusion of non-sampled co-twins of HS&B sampled twins;
- the inclusion of a small sample of nonparticipants in the Base Year survey to aid the assessment of the extent of nonresponse bias in Base Year results.

These design features were implemented by stratifying the sample of 1980 sophomores who were retained for the First Follow-Up according to self-reported student characteristics and school level data. Initially derived strata were then combined into two major partitions: one containing policy-relevant subgroups which were to be selected with certainty for the Transcripts study, and the other containing all remaining 1980 sophomores (see Table 6.1). In all, 12,309 cases were retained in the sample with certainty--12,034 cases in the probability sample plus 275 non-sampled co-twins. In addition, a systematic sample of 6,118 cases were subsampled from among 17,703 remaining First Follow-Up selections, with a uniform probability of approximately .35.

Sampling strata shown in Table 6.1 were defined as indicated in the legend. Sample members were then assigned to strata in the sequence specified in the table. That is, first, all twins were identified and assigned to the Twins stratum. Then, from all remaining cases, members of the specially selected subsample of Base Year survey nonparticipants were identified and

TABLE 6.1

Sample allocation for the High School Transcripts Survey of High School and Beyond

	Stratum	N of Marginal Selections	Total N in Stratum
A.	Retained in Transcripts sample with certainty (given retention in the First Follow-Up)		
	Twins (in sample)	357	357
	Base year nonrespondents (for nonresponse bias assessment)	485	488
	Students from private schools	3,576	3.636
	Dropouts, early graduates, and transfers to private schools	2,947	3,424
	Cubans and Puerto Ricans	544	990
	High achievement Hispanics	570	1,195
	Asians and Pacific Islanders	356	544
	High achievement Blacks	453	803
	High achievement/low SES Whites	308	474
	American Indians and Alaskan Natives	424	731
	Students with Parents survey data	2,014	3,047
B.	Subsampled for Transcripts survey (p = .35)		
	Other Hispanics	800	
	Other Blacks	930	
	All other students	4,388	
	Totals in probability sample	18,152	
	Non-sample co-twins	275	
	Total Selections	18,427	

NOTES: Sampling strata are defined as follows (only cases retained in the First Follow-Up were eligible for selection for the Transcripts survey):

1. Twins--All cases identified as twins or triplets in the Base Year survey whose co-twin also attended the same school and was included in the study.

2. Base Year nonrespondents--The sample design for the First Follow-Up of HS&B included a procedure for designating a 10 percent subsample of the approximately 5,000 Base Year nonrespondents in the 1980 sophomore cohort. These cases were to be retained in the follow-up samples regardless of their 1982 enrollment status or any other eligibility criteria.

3. Students from private schools--Students who attended any type of non-public school at the time of the Base Year survey.

4. Dropouts, early graduates and transfers to private schools--Students who had graduated ahead of schedule or had left high school before graduating, or who had transferred from public to private schools.

5. Cubans and Puerto Ricans--Students who identified themselves as being of Cuban or Puerto Rican origin or descent in either the Base Year or First Follow-Up survey.

6. High achievement Hispanics--Students who identified themselves as being of Hispanic origin or descent in either the Base Year or First Follow-Up survey, and who had composite HS&B test scores above the median for the whole population (estimated by the weighted median for the sample). First Follow-Up HS&B Composite Test Quartiles were used if available; if they were missing, Base Year Composite Test Quartiles were substituted.

7. Asians and Pacific Islanders--Students who identified themselves as Asians or Pacific Islanders in either the Base Year or First Follow-Up survey.

8. High achievement Blacks--Students who identified themselves as Black in either the Base Year or First Follow-Up survey and who had composite HS&B test scores above the median for the whole population (estimated by the weighted median for the sample). First Follow-Up HS&B Composite Test Quartiles were used if available; if missing, Base Year Composite Test Quartiles were substituted.

9. High achievement/low SES Whites--Students who identified themselves as White in the Base Year or First Follow-Up survey, who were in the highest quartile of the composite HS&B test score distribution, and who were in the lowest quartile of the composite SES scale. First Follow-Up HS&B Composite Test Quartiles were used if available; if they were missing, Base Year Composite Test Quartiles were substituted.

10. American Indians and Alaskan Natives--Students who identified themselves as American Indians or Alaskan Natives in either the Base Year or First Follow-Up survey.

11. Students with Parent survey data--Students whose parents participated in the Base Year Parents survey.

12. Other Hispanics--Students who identified themselves as Hispanic in either the Base Year or First Follow-Up survey and who are not members of any strata numbered 1 through 11.

13. Other Blacks--Students who identified themselves as non-Hispanic Blacks in either the Base Year or First Follow-Up survey and who are not members of any strata numbered 1 through 12.

14. All others--All remaining students who are not members of any strata numbered 1 through 13.

assigned to the second stratum. Third, students from private schools were identified from among those not previously assigned to the Twins or Base Year Nonparticipant strata, and were assigned to the Private School stratum. Eight additional strata were created by repeating the process of assigning to each subsequent stratum all cases that had not been previously assigned to any earlier stratum. The first column of Table 6.1 presents the marginal stratum sizes resulting from the hierarchical nature of the assignments. A total of 12,309 cases (including 275 non-sampled co-twins of sampled students) were assigned to the eleven policy-relevant strata, and were retained in the Transcripts study with certainty. Because the stratum definitions for the study are not inherently mutually exclusive, the second column of Table 6.1 shows the total number of cases who fit each stratum definition, ignoring the hierarchical assignment. (Note: column 2 ignores the stratum membership of non-sampled co-twins.)

The remaining sampling stratum contains all residual cases not assigned to policy-relevant strata. After these students had been sorted by school type and sex, a systematic sample of 6,118 was selected from the pool of 17,703 remaining cases. The number of subsampled selections was conditioned by the requirement for a final data file containing approximately 16,000 transcripts and an estimated completion rate of approximately 85 to 88 percent. The lower portion of Table 6.1 also displays the numbers of selections belonging to each of three major racial or ethnic categories.

High school transcripts could not be obtained for every case in the sample. Therefore, weighting procedures were devised that would take account of both differential selection probabilities for sample members and differential response rates for different types of schools and students. For each sampled student, an initial weight was computed as the product of the

First Follow-Up weight (prior to nonresponse adjustment) and the reciprocal of the student's retention probability in the Transcripts study. For the certainty selections, the initial Transcripts weights are obviously equal to their initial First Follow-Up weights. (See section 3.2 for a complete description of First Follow-Up weighting procedures.) For the subsampled cases, the initial Transcripts weights are equal to their First Follow-Up weights multiplied by the reciprocals of their selection probabilities.

The strategy for adjusting case weights for nonresponse to the Transcripts study was conditioned by a series of analyses of response rates by a variety of school and student characteristics. Since transcript requests were sent to school officials for processing, school variables predictably had the greatest impact on data collection results. One factor in particular--the school's Base Year primary sample type (stratum)--showed the greatest variability in response rates to the Transcripts survey. Moreover, within most of the nine school types, significant differences were observed in the ability of schools to return transcripts for students who had transferred or who had left school without graduating (dropouts). As a result, nonresponse adjustment cells were created using nine levels of school sample type and three levels of student status as shown in Table 6.2. Note that one cell associated with dropouts from high performance non-Catholic private schools was empty. The weighted response rates presented in Table 6.2 (using initial Transcript study weights described above) vary from a high of 96 percent for non-transfer non-dropouts in regular Catholic schools to a low of 42 percent for dropouts from Catholic schools with greater than 30 percent of enrollments made up of Cuban students. On average, the nonresponse adjustment factor used in computing the final weight for the Transcripts study was approximately 1.13. In only one of the cells is the nonresponse adjustment greater than 2.0 (dropouts from Cuban

Catholic schools). However, this factor is applied to only 6 cases in the dataset, and thus has negligible effect on the variance of the final case weights. In a total of 12 cells, the adjustment factor is greater than 1.30. These relatively large multipliers are applied to a total of 822 completed cases, or only 4.5 percent of the Transcripts sample. The impact on the design efficiency of the Transcripts sample is therefore minimal.

TABLE 6.2

Nonresponse adjustment cells for the HS&B Transcripts Survey
(unweighted N of respondents / weighted response rate)

School	Student status					
	Transfer		Dropout		Other	
Sample type	Unw. N	Wtd. %	Unw. N	Wtd. %	Unw. N	Wtd. %
Regular public	349	78%	1,490	77%	8,534	92%
Alternative public	29	71%	128	71%	369	93%
Cuban public	6	55%	33	69%	126	68%
Other Hispanic public	57	74%	258	65%	1,316	87%
Regular Catholic	50	90%	17	92%	1,323	96%
Black Catholic	99	74%	21	63%	671	85%
Cuban Catholic	14	56%	6	42%	205	85%
Elite other private	14	94%	-	-	315	95%
Other private	61	81%	16	61%	434	92%

6.2. Efficiency of the Transcript Design

Although standard errors were not calculated for specific statistics derived from Transcripts data, it is still possible to estimate the overall efficiency of the Transcripts design. Chapter 5 showed that the overall

design effect can be seen as the product of three components, representing the effects of clustering, stratification, and disproportionate allocation (see equations [8] - [9c]). The overall design effect can, therefore, be estimated using estimates of each component.

Such an estimate is developed here in three steps. First, the effect of disproportionate allocation ($DEFF_3$) is estimated. Second, from Base Year and First Follow-Up data a range of reasonable values is established for the effects of clustering and stratification ($DEFF_1$ and $DEFF_2$). Finally, this range is used to estimate the overall design effect for the Transcripts sample.

6.2.1 Disproportionate Allocation

A sample design that calls for disproportionate allocation of cases across strata requires the use of unequal selection probabilities; case weights are used to compensate for the resulting differences among the selection probabilities and the variability of the weights measures the degree of departure from proportionate allocation. The effect of disproportionate allocation on the efficiency of sample means and proportions is closely related to the variability of the weights:

$$DEFF_3 = 1 + Var(w) / \bar{w}^2 \quad . \qquad (1)$$

Table 6.3 gives the variance of the weights (Var[w]) and the mean of the weights ($\bar{w}$) for the Transcript Sample and for the sophomore cohort of the First Follow-Up sample. It should be noted that the relationship in equation (1) is exact only when the within-stratum variances are all equal; in other cases, equation (1) provides a useful approximation of the effect of disproportionate allocation. For the Transcript sample, the estimate of $DEFF_3$ is 2.12.

The sums of the weights are estimates of the size of the target populations (i.e., 1980 sophomores). The sums are virtually identical for the Transcripts and First Follow-Up samples and both are virtually identical to the Base Year sum.

TABLE 6.3

Summary statistics for the final case weights for Transcripts and First Follow-Up Surveys

	Transcripts[a]	First Follow-Up[b]
Mean	237.2	134.4
Variance	62,894	19,536
Relative Variance	1.12	1.08
Sum	3,780,934	3,779,756
Number Complete	15,941	28,119

[a]Excludes non-sample co-twins.

[b]Follow-Up weight (FUWT) of 1980 sophomores.

6.2.2 Base Year and First Follow-Up Design Effects

For both the Base Year and First Follow-Up samples, standard errors and design effects were calculated for a number of statistics based on data from the sophomore cohort. Design effects vary across statistics. Most of this variation reflects variations in the cluster effect ($DEFF_1$) and the effect of stratification ($DEFF_2$). $DEFF_3$, the effect of disproportionate allocation, will be relatively constant, since it depends only on the relative variance of the weights; for statistics concerning a particular domain, the relative variance of the weights will exhibit only minor fluctuations attributable to item nonresponse.

$DEFF_1$ depends on two factors--the number of cases per cluster (i.e., school) and their homogeneity:

$$DEFF_1 = 1 + (\bar{b} - 1)rho. \qquad (2)$$

For statistics concerning a particular domain, the average number of cases per school ($\bar{b}$) will be nearly constant, showing only minor fluctuations due to item nonresponse. Homogeneity within schools (measured by rho, the intra-class correlation coefficient), however, will vary sharply depending on the variable involved--students from the same school will be very similar on some variables but will show little similarity on others. $DEFF_2$ depends on only one factor--the degree that the strata differ from each other. More formally, the effect of stratification on the efficiency of means and proportions can be estimated by the ratio of the pooled, within-stratum variances to the total variance. Since the within-stratum variance is a portion of the total variance, $DEFF_2$ is always less than one. Its exact value will vary depending on the degree of homogeneity within strata for the particular variable.

Because the values of rho and $DEFF_2$ vary across different variables, it is useful to estimate an "average" value for each of them. These average values can be estimated from mean overall design effects, such as those presented in chapter 5 (see Tables 5.3 and 5.4). Table 6.4 presents mean design effects based on more than thirty statistics derived from sophomore data from the Base Year and First Follow-Up samples; in each case, the statistics are means and proportions characterizing the sophomore cohort taken as a whole. The table also includes estimates of $DEFF_3$ (based on equation [1]) and estimates of the average joint effect of clustering and stratification ($DEFF_1 \times DEFF_2$). Using different assumptions regarding the value of $DEFF_2$, estimates of rho can be derived:

$$\text{rho} = (DEFF_1 - 1) / (\bar{b} - 1) \qquad (3)$$

where $DEFF_1$ is estimated by :

$$DEFF_1 = \text{Overall Design Effect} / (DEFF_2 \times DEFF_3).$$

The estimated values for rho and $DEFF_1$ are also presented in the table. Since the average value of $DEFF_2$ is unlikely to be less than .9, the estimated values of rho in Table 6.4 represent a range of reasonable values for the average rho. The estimates are considerably smaller for the First Follow-Up

TABLE 6.4

Estimates of mean design effect and design effect components: Base Year and First Follow-Up Samples

	Base Year	First Follow-Up
Mean Overall DEFF	2.88	3.59
$DEFF_3$	1.28	2.08
$(\bar{b} - 1)$	28.9	27.0
$DEFF_1 \times DEFF_2$	2.25	1.72
Assumed Values of $DEFF_2$	Corresponding values for rho and $DEFF_1$	
1.0	rho .043	.027
	$DEFF_1$ 2.25	1.72
.95	rho .047	.030
	$DEFF_1$ 2.37	1.81
.90	rho .052	.034
	$DEFF_1$ 2.50	1.91

NOTE: $\bar{b}$ is the number of completed cases (30,030 for the Base Year and 28,119 for the First Follow-Up) over the number of sample schools with 1980 sophomores (1,004). The First Follow-Up weight (FUWT) is used for the First Follow-Up statistics.

than for the Base Year sample and this may reflect a real decrease in the homogeneity of students within a school. For the purpose of computing First Follow-Up sampling errors, school leavers were classified with students at the school from which they were originally selected. On a wide range of variables, school leavers will differ sharply from students attending the same Base Year School and these differences will reduce within-school homogeneity.

6.2.3 Transcripts Sample

The analysis of the mean overall design effects for the Base Year and First Follow-Up statistics suggests a range of reasonable values for rho and for $DEFF_2$. Using the estimate of $DEFF_3$ developed earlier, Table 6.5 provides estimates of the mean overall design effect for the Transcript sample. Each estimate makes assumptions about the average values of rho and $DEFF_2$; within the limits of likely values for these components, the estimate for the overall design effect ranges from 2.7 to 3.8. Although the Transcript sample design uses an allocation scheme that is even more disproportionate than those used in the Base Year and First Follow-Up design, the estimates of the overall design effects in Table 6.5 are not much larger than the mean design effects for the Base Year and First Follow-Up samples. Apparently, the

TABLE 6.5

Estimated mean design effects for transcripts sample under several assumptions

rho	$DEFF_1$	$DEFF_2$	$DEFF_3$	DEFF
.027	1.40	.90	2.12	2.67
.027	1.40	1.00	2.12	2.97
.034	1.51	.90	2.12	2.87
.034	1.51	1.00	2.12	3.19
.043	1.64	.90	2.12	3.13
.043	1.64	1.00	2.12	3.48
.052	1.77	.90	2.12	3.38
.052	1.77	1.00	2.12	3.76

Note: The value of $\bar{b}$ for the Transcripts sample is about 15.9 (15,941 cases selected from 1,004 Base Year schools with 1980 sophomores).

reduced cluster size ($\bar{b}$ is 15.9 for the Transcripts sample vs. 29.9 for the Base Year and 28.0 for the the First Follow-Up sample) offsets much of the effect of the increased disproportionality.

Chapter 5 explains the use of generalized design effects. Standard computer packages, such as SAS and SPSS, assume that the data are from a simple random sample; sampling variances for means and proportions calculated under the assumption of simple random sampling underestimate the actual sampling variance by a factor equal to the design effect. The analysis summarized in Table 6.5 suggests that the error will be considerable. For this reason, the analyst who lacks the software to compute more exact sampling variances may wish to correct the output of standard computer programs using an estimate of the average design effect. (Chapter 5 describes the correction procedure in detail.) The most conservative approach is to assume a design effect of 3.76, the largest value obtained under "reasonable" assumptions. Although the values in Table 6.5 are estimates for means and proportions based on the entire sample, Chapter 5 gives several rules of thumb suggesting how they can be used for other classes of statistics and for statistics characterizing subgroups of the sample.

APPENDICES

APPENDIX 1

SUMS OF PRELIMINARY WEIGHTS AND NONRESPONSE ADJUSTMENTS

Sophomore Cohort

Senior Cohort

APPENDIX 1A: Sums of Preliminary Weights and Nonresponse Adjustments
Sophomore Cohort

SUMS OF PROBABILITY WEIGHTS AND NONRESPONSE ADJUSTMENTS

SOPHOMORE COHORT

Weight: FUWT

Weighting Cell Name	Cell Code	Selections N	Selections Sum of Weights	Participants N	Participants Sum of Weights	Nonresponse Adjustment Factor
Non-Dropout Students						
Regular Public & Alternative Schools						
Male Hispanic						
No Test Score	11110	242	36004	237	35250	1.021
Lowest Quartile	11111	346	45459	336	44295	1.026
Second Quartile	11112	258	34173	246	32097	1.065
Third Quartile	11113	130	18632	126	18195	1.024
Fourth Quartile	11114	90	11331	89	11156	1.016
Male Black						
No Test Score	11120	301	37426	290	35727	1.048
Lowest Quartile	11121	509	66840	480	62727	1.066
Second Quartile	11122	290	36961	276	34913	1.059
Third Quartile	11123	136	16927	130	16396	1.032
Fourth Quartile	11124	60	8077	57	7778	1.038
Male White/Other						
No Test Score	11130	1249	187092	1061	153790	1.217
Lowest Quartile	11131	1073	144067	995	133178	1.082
Second Quartile	11132	1580	220413	1506	208756	1.056
Third Quartile	11133	1856	249372	1792	241264	1.034
Fourth Quartile	11134	2251	295067	2159	282577	1.044
Female Hispanic						
No Test Score	11210	147	21679	140	20907	1.037
Lowest Quartile	11211	305	40543	293	38865	1.043
Second Quartile	11212	202	25693	198	25290	1.016
Third Quartile	11213	105	13781	102	13596	1.015
Fourth Quartile	11214	50	6634	48	6386	1.039
Female Black						
No Test Score	11220	280	39992	271	39059	1.024
Lowest Quartile	11221	645	80524	617	76901	1.047
Second Quartile	11222	390	47352	374	45111	1.050
Third Quartile	11223	163	20806	159	20393	1.020
Fourth Quartile	11224	74	9188	72	8974	1.024
Female White/Other						
No Test Score	11230	1020	158467	897	139185	1.139
Lowest Quartile	11231	1085	148159	1038	141129	1.050
Second Quartile	11232	1665	228216	1601	219765	1.038
Third Quartile	11233	2026	284212	1974	275484	1.032
Fourth Quartile	11234	2214	297166	2170	291376	1.020
Hispanic Public Schools						
Male Hispanic						
No Test Score	13110	191	7385	189	7320	1.009
Lowest Quartile	13111	267	8981	252	8489	1.058

Second Quartile	13112	161	5189	148	4705	1.103
Third Quartile	13113	130	4276	124	4026	1.062
Fourth Quartile	13114	57	1764	56	1714	1.029
Male Black						
No Test Score	13120	37	1165	34	1073	1.086
Lowest Quartile	13121	44	1451	44	1451	1.000
Second Quartile	13122	22	729	20	673	1.084
Third Quartile	13123	10	300	10	300	1.000
Fourth Quartile	13124	4	110	4	110	1.000
Male White/Other						
No Test Score	13130	94	3284	53	2031	1.617
Lowest Quartile	13131	78	2613	70	2325	1.124
Second Quartile	13132	102	3354	93	3083	1.088
Third Quartile	13133	86	2874	82	2722	1.056
Fourth Quartile	13134	93	3008	92	2979	1.010
Female Hispanic						
No Test Score	13210	149	6011	145	5896	1.019
Lowest Quartile	13211	348	11642	342	11472	1.015
Second Quartile	13212	222	7447	213	7101	1.049
Third Quartile	13213	104	3347	100	3171	1.056
Fourth Quartile	13214	46	1409	46	1409	1.000
Female Black						
No Test Score	13220	30	1428	29	1404	1.017
Lowest Quartile	13221	75	2598	67	2320	1.119
Second Quartile	13222	43	1505	43	1505	1.000
Third Quartile	13223	11	411	10	369	1.113
Fourth Quartile	13224	4	123	4	123	1.000
Female White/Other						
No Test Score	13230	75	3686	55	2165	1.702
Lowest Quartile	13231	77	2443	71	2262	1.080
Second Quartile	13232	89	2666	86	2588	1.030
Third Quartile	13233	106	3295	98	2998	1.099
Fourth Quartile	13234	94	2946	93	2915	1.011
Catholic Schools						
Male Hispanic						
No Test Score	17110	13	228	13	228	1.000
Lowest Quartile	17111	30	1025	29	1017	1.008
Second Quartile	17112	53	1749	51	1720	1.017
Third Quartile	17113	59	2873	58	2863	1.003
Fourth Quartile	17114	45	1423	45	1423	1.000
Male Black						
No Test Score	17120	10	478	9	473	1.011
Lowest Quartile	17121	45	1335	43	1300	1.027
Second Quartile	17122	51	1181	48	1124	1.050
Third Quartile	17123	54	1643	54	1643	1.000
Fourth Quartile	17124	27	913	26	759	1.203
Male White/Other						
No Test Score	17130	69	9816	65	9002	1.090
Lowest Quartile	17131	36	3672	36	3672	1.000
Second Quartile	17132	134	13953	133	13828	1.009
Third Quartile	17133	231	27005	226	26583	1.016
Fourth Quartile	17134	311	33289	309	33010	1.008

Female Hispanic						
No Test Score	17210	20	437	20	437	1.000
Lowest Quartile	17211	71	1782	65	1709	1.043
Second Quartile	17212	84	2818	79	2740	1.028
Third Quartile	17213	85	3295	82	3152	1.046
Fourth Quartile	17214	66	2506	63	2491	1.006
Female Black						
No Test Score	17220	37	845	35	826	1.024
Lowest Quartile	17221	76	1713	69	1636	1.046
Second Quartile	17222	54	1768	53	1748	1.011
Third Quartile	17223	36	1569	35	1557	1.008
Fourth Quartile	17224	26	1736	26	1736	1.000
Female White/Other						
No Test Score	17230	60	4539	52	4072	1.115
Lowest Quartile	17231	65	5927	61	5857	1.012
Second Quartile	17232	182	20163	175	19200	1.050
Third Quartile	17233	279	32845	272	32003	1.026
Fourth Quartile	17234	334	40067	329	39592	1.012
Non-Catholic Private Schools						
Male Hispanic	19110	29	3264	29	3264	1.000
Male Black	19120	22	1651	21	1648	1.002
Male White/Other						
No Test Score	19130	106	13511	94	12309	1.098
Lowest Quartile	19131	13	3448	11	3351	1.029
Second Quartile	19132	29	6468	28	5943	1.088
Third Quartile	19133	57	8854	55	8459	1.042
Fourth Quartile	19134	291	19052	283	18519	1.029
Female Hispanic	19210	21	3543	21	3543	1.000
Female Black	19220	6	680	6	680	1.000
Female White/Other						
No Test Score	19230	69	13172	61	10900	1.208
Lowest Quartile	19231	23	4617	22	4459	1.035
Second Quartile	19232	34	7039	33	6881	1.023
Third Quartile	19233	67	11946	67	11946	1.000
Fourth Quartile	19234	135	16752	131	15664	1.070
Dropout Students						
Male Hispanic						
No Test Score	2 110	90	22216	85	21995	1.010
Below Median	2 111	179	18102	168	16528	1.095
Above Median	2 113	15	990	13	913	1.084
Male Black						
No Test Score	2 120	76	23826	68	22986	1.037
Below Median	2 121	147	18994	129	16537	1.149
Above Median	2 123	11	1328	9	1098	1.210
Male White/Other						
No Test Score	2 130	165	77928	126	52002	1.499
Below Median	2 131	503	80362	441	70814	1.135

Above Median	2 133	177	32666	149	28401	1.150
Female Hispanic						
No Test Score	2 210	65	16839	57	15766	1.069
Below Median	2 211	195	14943	183	13830	1.081
Above Median	2 213	22	2025	20	1963	1.032
Female Black						
No Test Score	2 220	49	17013	45	16462	1.034
Below Median	2 221	142	17285	128	15113	1.144
Above Median	2 223	8	1000	8	1000	1.000
Female White/Other						
No Test Score	2 230	124	66375	102	52722	1.259
Below Median	2 231	473	75761	423	68243	1.110
Above Median	2 233	160	27798	135	23516	1.182
TOTAL		29737	3779615	28119	3536157	

SUMS OF PROBABILITY WEIGHTS AND NONRESPONSE ADJUSTMENTS

SOPHOMORE COHORT

Weight: BYWT

Weighting Cell Name	Cell Code	Selections N	Selections Sum of Weights	Participants N	Participants Sum of Weights	Nonresponse Adjustment Factor
Non-Dropout Students						
Regular Public & Alternative Schools						
Male Hispanic	1111	1066	145601	944	123731	1.177
Black	1112	1296	166233	1148	147445	1.127
White/Other	1113	8009	1096013	7206	969938	1.130
Female Hispanic	1121	809	108331	735	95794	1.131
Black	1122	1552	197865	1424	175876	1.125
White/Other	1123	8010	1116221	7365	1010339	1.105
Hispanic Public Schools						
Male Hispanic	1311	806	27598	723	23846	1.157
Black	1312	117	3757	102	3324	1.130
White/Other	1313	453	15135	378	12429	1.218
Female Hispanic	1321	869	29857	799	26613	1.122
Black	1322	163	6067	149	5089	1.192
White/Other	1323	441	15038	389	12086	1.244
Catholic Schools						
Male Hispanic	1711	200	7300	196	7255	1.006
Black	1712	187	5552	183	5278	1.052
White/Other	1713	781	87736	751	84523	1.038
Female Hispanic	1721	326	10840	312	10589	1.024
Black	1722	229	7633	214	7092	1.076
White/Other	1723	920	103543	881	100096	1.034
Non-Catholic Private Schools						
Male Hispanic	1911	29	3264	26	2883	1.132
Black	1912	22	1651	21	1485	1.112
White/Other	1913	496	51335	441	45169	1.137
Female Hispanic	1921	21	3543	19	3284	1.079
Black	1922	6	680	6	680	1.000
White/Other	1923	328	53528	286	46427	1.153
Dropout Students						
Male Hispanic	2 11	284	41309	257	23866	1.731
Black	2 12	234	44150	217	26176	1.687
White/Other	2 13	845	190957	788	131178	1.456
Female Hispanic	2 21	282	33828	265	22456	1.506
Black	2 22	199	35300	184	22412	1.575
White/Other	2 23	757	169935	710	117981	1.440
TOTAL		29737	3779815	27119	3265355	

SUMS OF PROBABILITY WEIGHTS AND NONRESPONSE ADJUSTMENTS

SOPHOMORE COHORT

Weight: PANELWT

Weighting Cell Name	Cell Code	Selections N	Selections Sum of Weights	Participants N	Participants Sum of Weights	Nonresponse Adjustment Factor
Non-Dropout Students						
Regular Public & Alternative Schools						
Male Hispanic	1111	1066	145601	912	119125	1.222
Black	1112	1296	166233	1085	138755	1.198
White/Other	1113	8009	1096013	6859	921067	1.190
Female Hispanic	1121	805	108331	707	92494	1.171
Black	1122	1552	197865	1365	168450	1.175
White/Other	1123	8010	1116221	7139	977102	1.142
Hispanic Public Schools						
Male Hispanic	1311	806	27598	686	22504	1.226
Black	1312	117	3757	97	3175	1.183
White/Other	1313	453	15135	353	11591	1.306
Female Hispanic	1321	869	29857	776	25807	1.157
Black	1322	163	6067	139	4745	1.279
White/Other	1323	441	15038	368	11403	1.319
Catholic Schools						
Male Hispanic	1711	200	7300	192	7209	1.013
Black	1712	187	5552	176	5026	1.105
White/Other	1713	781	87736	742	83179	1.055
Female Hispanic	1721	326	10840	295	10280	1.054
Black	1722	229	7633	203	6964	1.096
White/Other	1723	920	103543	858	97746	1.059
Non-Catholic Private Schools						
Male Hispanic	1911	29	3264	26	2883	1.132
Black	1912	22	1651	20	1482	1.114
White/Other	1913	496	51335	424	43121	1.190
Female Hispanic	1921	21	3543	19	3284	1.079
Black	1922	6	680	6	680	1.000
White/Other	1923	328	53528	280	45023	1.189
Dropout Students						
Male Hispanic	2 11	284	41309	239	21994	1.878
Black	2 12	234	44150	189	22648	1.949
White/Other	2 13	845	190957	684	114142	1.673
Female Hispanic	2 21	282	33828	243	20187	1.676
Black	2 22	199	35300	166	19688	1.793
White/Other	2 23	757	169935	627	105452	1.611
TOTAL		29737	3779815	25875	3107222	

SUMS OF PROBABILITY WEIGHTS AND NONRESPONSE ADJUSTMENTS

SOPHOMORE COHORT

Weight: FUTESTWT

Weighting Cell Name	Cell Code	Selections N	Selections Sum of Weights	Participants N	Participants Sum of Weights	Nonresponse Adjustment Factor
Non-Dropout Students						
Regular Public & Alternative Schools						
Male Hispanic						
No Test Score	11110	242	36004	219	33090	1.087
Lowest Quartile	11111	346	45459	316	41945	1.083
Second Quartile	11112	258	34173	226	29332	1.165
Third Quartile	11113	130	18632	120	17138	1.087
Fourth Quartile	11114	90	11331	86	10737	1.055
Male Black						
No Test Score	11120	301	37426	260	32113	1.165
Lowest Quartile	11121	509	66840	456	59631	1.120
Second Quartile	11122	290	36961	273	34621	1.067
Third Quartile	11123	136	16927	123	15354	1.102
Fourth Quartile	11124	60	8077	56	7670	1.053
Male White/Other						
No Test Score	11130	1249	187092	910	133168	1.404
Lowest Quartile	11131	1073	144067	914	122351	1.177
Second Quartile	11132	1580	220413	1402	194131	1.135
Third Quartile	11133	1856	249372	1680	225835	1.104
Fourth Quartile	11134	2251	295067	2033	266648	1.106
Female Hispanic						
No Test Score	11210	147	21679	128	18269	1.186
Lowest Quartile	11211	305	40543	276	36513	1.110
Second Quartile	11212	202	25693	185	23698	1.084
Third Quartile	11213	105	13781	99	13148	1.048
Fourth Quartile	11214	50	6634	46	6114	1.084
Female Black						
No Test Score	11220	280	39992	242	34100	1.172
Lowest Quartile	11221	645	80524	590	73478	1.095
Second Quartile	11222	390	47352	360	43581	1.086
Third Quartile	11223	163	20806	147	18974	1.096
Fourth Quartile	11224	74	9188	71	8885	1.034
Female White/Other						
No Test Score	11230	1020	158467	804	124173	1.276
Lowest Quartile	11231	1085	148159	968	131851	1.123
Second Quartile	11232	1665	228216	1492	205436	1.110
Third Quartile	11233	2026	284212	1861	258530	1.099
Fourth Quartile	11234	2214	297166	2050	274806	1.081
Hispanic Public Schools						
Male Hispanic						
No Test Score	13110	191	7385	174	6266	1.178
Lowest Quartile	13111	267	8981	231	7722	1.163

Second Quartile	13112	161	5189	140	4454	1.164
Third Quartile	13113	130	4276	119	3878	1.102
Fourth Quartile	13114	57	1764	56	1714	1.029
Male Black						
No Test Score	13120	37	1165	32	1006	1.158
Lowest Quartile	13121	44	1451	42	1394	1.041
Second Quartile	13122	22	729	19	639	1.141
Third Quartile	13123	10	300	10	300	1.000
Fourth Quartile	13124	4	110	4	110	1.000
Male White/Other						
No Test Score	13130	94	3284	46	1855	1.770
Lowest Quartile	13131	78	2613	62	2093	1.248
Second Quartile	13132	102	3354	84	2858	1.173
Third Quartile	13133	86	2874	79	2623	1.095
Fourth Quartile	13134	93	3008	85	2819	1.067
Female Hispanic						
No Test Score	13210	149	6011	139	5675	1.059
Lowest Quartile	13211	348	11642	324	10923	1.065
Second Quartile	13212	222	7447	208	6943	1.072
Third Quartile	13213	104	3347	95	2967	1.128
Fourth Quartile	13214	46	1409	45	1377	1.023
Female Black						
No Test Score	13220	30	1428	24	964	1.480
Lowest Quartile	13221	75	2598	63	2216	1.172
Second Quartile	13222	43	1505	40	1403	1.072
Third Quartile	13223	11	411	8	323	1.271
Fourth Quartile	13224	4	123	4	123	1.000
Female White/Other						
No Test Score	13230	75	3686	46	1435	2.567
Lowest Quartile	13231	77	2443	65	2049	1.192
Second Quartile	13232	89	2666	84	2536	1.051
Third Quartile	13233	106	3295	91	2719	1.211
Fourth Quartile	13234	94	2946	85	2734	1.077
Catholic Schools						
Male Hispanic						
No Test Score	17110	13	228	13	228	1.000
Lowest Quartile	17111	30	1025	29	1017	1.008
Second Quartile	17112	53	1749	51	1720	1.016
Third Quartile	17113	59	2873	58	2863	1.003
Fourth Quartile	17114	45	1423	44	1406	1.012
Male Black						
No Test Score	17120	10	478	9	473	1.011
Lowest Quartile	17121	45	1335	43	1300	1.027
Second Quartile	17122	51	1181	46	1095	1.078
Third Quartile	17123	54	1643	53	1628	1.009
Fourth Quartile	17124	27	913	25	739	1.235
Male White/Other						
No Test Score	17130	69	9816	64	8898	1.103
Lowest Quartile	17131	36	3672	36	3672	1.000
Second Quartile	17132	134	13953	131	13690	1.019
Third Quartile	17133	231	27005	220	25364	1.064
Fourth Quartile	17134	311	33289	305	32536	1.023

Female Hispanic						
No Test Score	17210	20	437	18	409	1.068
Lowest Quartile	17211	71	1782	62	1687	1.056
Second Quartile	17212	84	2818	76	2442	1.153
Third Quartile	17213	85	3295	81	3015	1.093
Fourth Quartile	17214	66	2506	62	2475	1.012
Female Black						
No Test Score	17220	37	845	14	505	1.674
Lowest Quartile	17221	76	1713	65	1581	1.083
Second Quartile	17222	54	1768	52	1736	1.018
Third Quartile	17223	36	1569	33	1529	1.026
Fourth Quartile	17224	26	1736	25	1723	1.007
Female White/Other						
No Test Score	17230	60	4539	39	3640	1.247
Lowest Quartile	17231	65	5927	61	5857	1.011
Second Quartile	17232	182	20163	172	18809	1.071
Third Quartile	17233	279	32845	263	31153	1.054
Fourth Quartile	17234	334	40067	318	38127	1.050
Non-Catholic Private Schools						
Male Hispanic	19110	29	3264	27	3120	1.046
Male Black	19120	22	1651	20	1645	1.003
Male White/Other						
No Test Score	19130	106	13511	84	10879	1.241
Lowest Quartile	19131	13	3448	10	2826	1.220
Second Quartile	19132	29	6468	28	5943	1.088
Third Quartile	19133	57	8854	53	8240	1.074
Fourth Quartile	19134	291	19052	273	17911	1.063
Female Hispanic	19210	21	3543	18	3071	1.153
Female Black	19220	6	680	6	680	1.000
Female White/Other						
No Test Score	19230	69	13172	56	10409	1.265
Lowest Quartile	19231	23	4617	22	4459	1.035
Second Quartile	19232	34	7039	31	6514	1.080
Third Quartile	19233	67	11946	67	11946	1.000
Fourth Quartile	19234	135	16752	122	14885	1.125
<u>Dropout Students</u>						
Male Hispanic						
No Test Score	2 110	90	22216	74	19153	1.159
Below Median	2 111	179	18102	147	14805	1.222
Above Median	2 113	15	990	10	431	2.294
Male Black						
No Test Score	2 120	76	23826	67	22852	1.042
Below Median	2 121	147	18994	115	14591	1.301
Above Median	2 123	11	1328	9	1098	1.210
Male White/Other						
No Test Score	2 130	165	77928	109	45220	1.723
Below Median	2 131	503	80362	390	62379	1.288

Above Median	2 133	177	32666	123	23116	1.413
Female Hispanic						
No Test Score	2 210	65	16859	47	14521	1.161
Below Median	2 211	195	14943	164	12865	1.161
Above Median	2 213	22	2025	18	1927	1.050
Female Black						
No Test Score	2 220	49	17013	44	15731	1.081
Below Median	2 221	142	15285	118	13956	1.238
Above Median	2 223	8	1000	7	853	1.172
Female White/Other						
No Test Score	2 230	124	66375	90	46804	1.418
Below Median	2 231	473	75761	379	61463	1.232
Above Median	2 233	160	27798	123	20763	1.338
TOTAL		29737	3779815	26216	3285881	

SUMS OF PROBABILITY WEIGHTS AND NONRESPONSE ADJUSTMENTS

SOPHOMORE COHORT

Weight: BYTESTWT

Weighting Cell Name	Cell Code	Selections N	Selections Sum of Weights	Participants N	Participants Sum of Weights	Nonresponse Adjustment Factor
Non-Dropout Students						
Regular Public & Alternative Schools						
Male Hispanic	1111	1066	145601	824	109596	1.328
Black	1112	1296	166233	995	128807	1.290
White/Other	1113	8009	1096013	6760	908920	1.205
Female Hispanic	1121	809	108331	662	86652	1.250
Black	1122	1552	197865	1272	157872	1.253
White/Other	1123	8010	1116221	6990	957754	1.165
Hispanic Public Schools						
Male Hispanic	1311	806	27598	615	20213	1.365
Black	1312	117	3757	80	2591	1.449
White/Other	1313	453	15135	359	11850	1.277
Female Hispanic	1321	869	29857	720	23846	1.252
Black	1322	163	6067	133	4639	1.307
White/Other	1323	441	15038	366	11352	1.324
Catholic Schools						
Male Hispanic	1711	200	7300	187	7071	1.032
Black	1712	187	5552	177	5073	1.094
White/Other	1713	781	87736	712	77920	1.125
Female Hispanic	1721	326	10840	306	10403	1.042
Black	1722	229	7633	192	6787	1.124
White/Other	1723	920	103543	860	99004	1.045
Non-Catholic Private Schools						
Male Hispanic	1911	29	3264	16	1502	2.172
Black	1912	22	1651	17	874	1.889
White/Other	1913	496	51335	390	37824	1.357
Female Hispanic	1921	21	3543	10	1876	1.888
Black	1922	6	680	4	298	2.281
White/Other	1923	328	53528	259	40355	1.326
Dropout Students						
Male Hispanic	2 11	284	41309	194	19092	2.163
Black	2 12	234	44150	158	20323	2.172
White/Other	2 13	845	190957	680	113028	1.689
Female Hispanic	2 21	282	33828	217	16969	1.993
Black	2 22	199	35300	150	18286	1.930
White/Other	2 23	757	169935	633	103559	1.640
TOTAL		29737	3779815	24938	3004350	

SUMS OF PROBABILITY WEIGHTS AND NONRESPONSE ADJUSTMENTS

SOPHOMORE COHORT

Weight: PNLTSTWT

Weighting Cell Name	Cell Code	Selections N	Selections Sum of Weights	Participants N	Participants Sum of Weights	Nonresponse Adjustment Factor
Non-Dropout Students						
Regular Public & Alternative Schools						
Male Hispanic	1111	1066	145601	748	99152	1.468
Black	1112	1296	166233	908	117279	1.417
White/Other	1113	8009	1096013	6029	808967	1.354
Female Hispanic	1121	809	108331	606	79475	1.363
Black	1122	1552	197865	1168	144919	1.365
White/Other	1123	8010	1116221	6371	870625	1.282
Hispanic Public Schools						
Male Hispanic	1311	806	27598	546	17770	1.553
Black	1312	117	3757	75	2444	1.537
White/Other	1313	453	15135	310	10394	1.456
Female Hispanic	1321	869	29857	672	22211	1.344
Black	1322	163	6067	115	4067	1.491
White/Other	1323	441	15038	325	10040	1.497
Catholic Schools						
Male Hispanic	1711	200	7300	182	7008	1.041
Black	1712	187	5552	167	4763	1.165
White/Other	1713	781	87736	692	75264	1.165
Female Hispanic	1721	326	10840	281	9619	1.126
Black	1722	229	7633	175	6571	1.161
White/Other	1723	920	103543	814	93948	1.102
Non-Catholic Private Schools						
Male Hispanic	1911	29	3264	15	1500	2.174
Black	1912	22	1651	15	868	1.901
White/Other	1913	496	51335	364	34923	1.469
Female Hispanic	1921	21	3543	9	1719	2.061
Black	1922	6	680	4	298	2.281
White/Other	1923	328	53528	242	37806	1.415
Dropout Students						
Male Hispanic	2 11	284	41309	157	15237	2.711
Black	2 12	234	44150	124	15689	2.813
White/Other	2 13	845	190957	513	85496	2.233
Female Hispanic	2 21	282	33828	182	14793	2.286
Black	2 22	199	35300	125	14809	2.383
White/Other	2 23	757	169935	502	82226	2.066
TOTAL		29737	3779815	22436	2689892	

APPENDIX 1B: Sums of Preliminary Weights and Nonresponse Adjustments
Senior Cohort

SUMS OF PROBABILITY WEIGHTS AND NONRESPONSE ADJUSTMENTS

SENIOR COHORT

Weight: FUWT

Weighting Cell Name	Cell Code	Selections N	Selections Sum of Weights	Participants N	Participants Sum of Weights	Nonresponse Adjustment Factor
Baseyear Nonparticipants						
Non-Hispanic Public & Alternative Schools	01 0	442	399244	369	333306	1.197
Hispanic Public Schools	03 0	16	14699	12	11024	1.333
Catholic Schools	07 0	19	20094	17	17978	1.117
Non-Catholic Private Schools	09 0	18	19455	14	15131	1.285
Baseyear Participants						
Regular Public & Alternative Schools						
Male Hispanic						
No Test Score	11110	73	8499	63	7493	1.134
Lowest Quartile	11111	239	23826	214	21550	1.105
Second Quartile	11112	112	11626	103	10729	1.083
Third Quartile	11113	74	7961	70	7491	1.062
Fourth Quartile	11114	33	3311	31	3125	1.059
Male Black						
No Test Score	11120	200	22376	180	20455	1.093
Lowest Quartile	11121	534	53839	468	47152	1.141
Second Quartile	11122	236	24653	213	22429	1.099
Third Quartile	11123	145	14735	133	13480	1.093
Fourth Quartile	11124	60	6979	57	6618	1.054
Male White/Other						
No Test Score	11130	232	118690	213	109879	1.080
Lowest Quartile	11131	345	139573	316	126789	1.100
Second Quartile	11132	480	200797	438	181009	1.109
Third Quartile	11133	561	205928	531	195937	1.050
Fourth Quartile	11134	798	254374	768	244840	1.038
Female Hispanic						
No Test Score	11210	74	7596	69	6957	1.091
Lowest Quartile	11211	222	22421	206	20855	1.075
Second Quartile	11212	100	10126	95	9559	1.059
Third Quartile	11213	60	5782	59	5687	1.016
Fourth Quartile	11214	36	4218	33	3891	1.084
Female Black						
No Test Score	11220	203	21875	194	20819	1.050
Lowest Quartile	11221	766	77913	729	73890	1.054
Second Quartile	11222	295	30160	286	29349	1.027

Third Quartile	11223	136	11789	131	11402	1.033
Fourth Quartile	11224	55	5243	52	5028	1.042
Female White/Other						
No Test Score	11230	180	93899	168	88697	1.058
Lowest Quartile	11231	448	174069	422	162545	1.070
Second Quartile	11232	580	231413	549	220395	1.049
Third Quartile	11233	668	231083	654	226664	1.019
Fourth Quartile	11234	702	222379	690	218221	1.019
Hispanic Public Schools						
Male Hispanic						
No Test Score	13110	57	2284	55	2207	1.035
Lowest Quartile	13111	203	7295	180	6392	1.141
Second Quartile	13112	92	3292	84	3009	1.094
Third Quartile	13113	106	2887	99	2707	1.066
Fourth Quartile	13114	57	1358	56	1337	1.016
Male Black						
No Test Score	13120	11	850	8	600	1.418
Lowest Quartile	13121	24	1636	22	1526	1.072
Second Quartile	13122	11	528	9	414	1.276
Third Quartile	13123	6	160	5	146	1.100
Fourth Quartile	13124	4	68	4	68	1.000
Male White/Other						
No Test Score	13130	8	185	6	140	1.327
Lowest Quartile	13131	41	4266	37	3612	1.181
Second Quartile	13132	29	4041	27	3434	1.177
Third Quartile	13133	38	3103	33	2999	1.034
Fourth Quartile	13134	33	2359	31	2315	1.019
Female Hispanic						
No Test Score	13210	75	3038	71	2881	1.054
Lowest Quartile	13211	287	10430	271	9879	1.055
Second Quartile	13212	124	4250	121	4150	1.024
Third Quartile	13213	92	2311	88	2216	1.042
Fourth Quartile	13214	38	919	38	919	1.000
Female Black						
No Test Score	13220	10	836	9	753	1.111
Lowest Quartile	13221	44	2465	43	2436	1.011
Second Quartile	13222	14	709	13	625	1.133
Third Quartile	13223	6	159	6	159	1.000
Fourth Quartile	13224	4	84	4	84	1.000
Female White/Other						
No Test Score	13230	8	188	8	188	1.000
Lowest Quartile	13231	35	3576	31	3501	1.021
Second Quartile	13232	31	4049	28	3995	1.013
Third Quartile	13233	35	3610	35	3610	1.000
Fourth Quartile	13234	33	2998	31	2948	1.017
Catholic Schools						
Male Hispanic						
No Test Score	17110	8	1020	8	1020	1.000
Lowest Quartile	17111	9	568	7	390	1.459
Second Quartile	17112	29	1711	28	1540	1.111
Third Quartile	17113	42	1418	38	1230	1.153

Fourth Quartile	17114	45	1572	44	1559	1.008
Male Black						
No Test Score	17120	3	446	3	446	1.000
Lowest Quartile	17121	3	269	3	270	1.000
Second Quartile	17122	18	1261	15	865	1.458
Third Quartile	17123	40	699	37	668	1.046
Fourth Quartile	17124	26	985	24	956	1.030
Male White/Other						
No Test Score	17130	22	11358	21	10728	1.058
Lowest Quartile	17131	13	5188	11	4546	1.141
Second Quartile	17132	34	14175	34	14175	1.000
Third Quartile	17133	49	17229	48	16600	1.037
Fourth Quartile	17134	80	22718	78	22075	1.029
Female Hispanic						
No Test Score	17210	4	379	3	275	1.380
Lowest Quartile	17211	28	1424	24	1254	1.135
Second Quartile	17212	37	1483	36	1441	1.029
Third Quartile	17213	72	1910	69	1875	1.018
Fourth Quartile	17214	41	544	39	526	1.034
Female Black						
No Test Score	17220	5	303	5	304	1.000
Lowest Quartile	17221	20	1275	19	1267	1.006
Second Quartile	17222	38	2159	35	2009	1.074
Third Quartile	17223	28	733	26	708	1.036
Fourth Quartile	17224	15	1086	15	1086	1.000
Female White/Other						
No Test Score	17230	8	2803	8	2803	1.000
Lowest Quartile	17231	28	10670	25	9922	1.075
Second Quartile	17232	64	19434	62	18789	1.034
Third Quartile	17233	74	23568	70	23322	1.010
Fourth Quartile	17234	114	31832	112	31081	1.024
Non-Catholic Private Schools						
Male Hispanic	19110	19	2219	19	2219	1.000
Male Black	19120	24	1347	23	1249	1.078
Male White/Other						
No Test Score	19130	12	5653	8	3820	1.480
Lowest Quartile	19131	4	1576	4	1577	1.000
Second Quartile	19132	11	4697	10	4128	1.138
Third Quartile	19133	16	5893	15	5324	1.107
Fourth Quartile	19134	69	17824	68	17440	1.022
Female Hispanic	19210	12	1295	10	915	1.416
Female Black	19220	16	2061	15	1986	1.037
Female White/Other						
No Test Score	19230	12	6391	12	6391	1.000
Lowest Quartile	19231	11	5412	9	4661	1.161
Second Quartile	19232	14	6320	13	6188	1.021
Third Quartile	19233	27	8742	24	8476	1.031
Fourth Quartile	19234	53	15418	50	13895	1.109
TOTAL		11995	3039719	11227	2821675	

SUMS OF PROBABILITY WEIGHTS AND NONRESPONSE ADJUSTMENTS

SENIOR COHORT

Weight: PANELWT

Weighting Cell Name	Cell Code	Selections N	Selections Sum of Weights	Participants N	Participants Sum of Weights	Nonresponse Adjustment Factor
Regular Public & Alternative Schools						
Male Hispanic						
No Test Score	11110	73	10010	63	8825	1.134
Lowest Quartile	11111	239	28062	214	25381	1.105
Second Quartile	11112	112	13693	103	12637	1.083
Third Quartile	11113	74	9377	70	8823	1.062
Fourth Quartile	11114	33	3900	31	3681	1.059
Male Black						
No Test Score	11120	200	26355	180	24091	1.093
Lowest Quartile	11121	534	63411	468	55535	1.141
Second Quartile	11122	236	29036	213	26417	1.099
Third Quartile	11123	145	17355	133	15877	1.093
Fourth Quartile	11124	60	8220	57	7795	1.054
Male White/Other						
No Test Score	11130	232	139790	213	129413	1.080
Lowest Quartile	11131	345	164386	316	149329	1.100
Second Quartile	11132	480	236494	438	213188	1.109
Third Quartile	11133	561	242537	531	230769	1.050
Fourth Quartile	11134	798	299596	768	288366	1.038
Female Hispanic						
No Test Score	11210	74	8947	69	8193	1.091
Lowest Quartile	11211	222	26407	206	24563	1.075
Second Quartile	11212	100	11927	95	11258	1.059
Third Quartile	11213	60	6811	59	6698	1.016
Fourth Quartile	11214	36	4968	33	4583	1.084
Female Black						
No Test Score	11220	203	25764	194	24520	1.050
Lowest Quartile	11221	766	91765	729	87025	1.054
Second Quartile	11222	295	35522	286	34566	1.027
Third Quartile	11223	136	13885	131	13429	1.033
Fourth Quartile	11224	55	6176	52	5922	1.042
Female White/Other						
No Test Score	11230	180	110592	168	104465	1.058
Lowest Quartile	11231	448	205014	422	191441	1.070
Second Quartile	11232	580	272552	549	259575	1.049
Third Quartile	11233	668	272164	654	266959	1.019
Fourth Quartile	11234	702	261913	690	257015	1.019
Hispanic Public Schools						
Male Hispanic						
No Test Score	13110	57	2739	55	2645	1.035
Lowest Quartile	13111	203	8746	180	7663	1.141
Second Quartile	13112	92	3947	84	3607	1.094

Third Quartile	13113	106	3461	99	3245	1.066
Fourth Quartile	13114	57	1628	56	1603	1.016
Male Black						
No Test Score	13120	11	1020	8	719	1.418
Lowest Quartile	13121	24	1962	22	1830	1.072
Second Quartile	13122	11	634	9	497	1.276
Third Quartile	13123	6	192	5	175	1.100
Fourth Quartile	13124	4	82	4	82	1.000
Male White/Other						
No Test Score	13130	8	222	6	167	1.327
Lowest Quartile	13131	41	5115	37	4330	1.181
Second Quartile	13132	29	4845	27	4116	1.177
Third Quartile	13133	38	3720	33	3595	1.034
Fourth Quartile	13134	33	2828	31	2775	1.019
Female Hispanic						
No Test Score	13210	75	3642	71	3453	1.054
Lowest Quartile	13211	287	12504	271	11843	1.055
Second Quartile	13212	124	5095	121	4975	1.024
Third Quartile	13213	92	2771	88	2657	1.042
Fourth Quartile	13214	38	1102	38	1102	1.000
Female Black						
No Test Score	13220	10	1003	9	902	1.111
Lowest Quartile	13221	44	2955	43	2920	1.011
Second Quartile	13222	14	850	13	750	1.133
Third Quartile	13223	6	191	6	191	1.000
Fourth Quartile	13224	4	101	4	101	1.000
Female White/Other						
No Test Score	13230	8	226	8	226	1.000
Lowest Quartile	13231	35	4287	31	4196	1.021
Second Quartile	13232	31	4855	28	4789	1.013
Third Quartile	13233	35	4328	35	4328	1.000
Fourth Quartile	13234	33	3554	31	3534	1.017
Catholic Schools						
Male Hispanic						
No Test Score	17110	8	1134	8	1134	1.000
Lowest Quartile	17111	9	632	7	433	1.459
Second Quartile	17112	29	1902	28	1711	1.111
Third Quartile	17113	42	1577	38	1367	1.153
Fourth Quartile	17114	45	1748	44	1733	1.008
Male Black						
No Test Score	17120	3	496	3	496	1.000
Lowest Quartile	17121	3	300	3	300	1.000
Second Quartile	17122	18	1402	15	961	1.458
Third Quartile	17123	40	777	37	743	1.046
Fourth Quartile	17124	26	1095	24	1062	1.030
Male White/Other						
No Test Score	17130	22	12625	21	11925	1.058
Lowest Quartile	17131	13	5767	11	5053	1.141
Second Quartile	17132	34	15756	34	15756	1.000
Third Quartile	17133	49	19151	48	18451	1.037
Fourth Quartile	17134	80	25252	78	24537	1.029
Female Hispanic						

No Test Score	17210	4	422	3	305	1.380
Lowest Quartile	17211	28	1583	24	1393	1.135
Second Quartile	17212	37	1649	36	1602	1.029
Third Quartile	17213	72	2123	69	2085	1.018
Fourth Quartile	17214	41	605	39	585	1.034
Female Black						
No Test Score	17220	5	337	5	337	1.000
Lowest Quartile	17221	20	1418	19	1409	1.006
Second Quartile	17222	38	2400	35	2233	1.074
Third Quartile	17223	28	815	26	787	1.036
Fourth Quartile	17224	15	1207	15	1207	1.000
Female White/Other						
No Test Score	17230	8	3116	8	3116	1.000
Lowest Quartile	17231	28	11860	25	11028	1.075
Second Quartile	17232	64	21602	62	20884	1.034
Third Quartile	17233	74	26197	70	25922	1.010
Fourth Quartile	17234	114	35382	112	34547	1.024
Non-Catholic Private Schools						
Male Hispanic	19110	19	2728	19	2728	1.000
Male Black	19120	24	1656	23	1536	1.078
Male White/Other						
No Test Score	19130	12	6950	8	4696	1.480
Lowest Quartile	19131	4	1938	4	1938	1.000
Second Quartile	19132	11	5775	10	5074	1.138
Third Quartile	19133	16	7245	15	6544	1.107
Fourth Quartile	19134	69	21911	68	21439	1.022
Female Hispanic	19210	12	1593	10	1125	1.416
Female Black	19220	16	2534	15	2441	1.037
Female White/Other						
No Test Score	19230	12	7857	12	7857	1.000
Lowest Quartile	19231	11	6653	9	5730	1.161
Second Quartile	19232	14	7770	13	7607	1.021
Third Quartile	19233	27	10747	24	10420	1.031
Fourth Quartile	19234	53	18953	50	17080	1.109
TOTAL		11500	3039717	10815	2444234	

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APPENDIX 2

RESPONSE AND NONRESPONSE RATES BY SELECTED VARIABLES

APPENDIX 2A: First Follow-Up Questionnaire Weighted Response Patterns by Selected Variables

Table 2A-1

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and "Working For Pay at a Full-Time or Part-Time Job"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-participants	52.8	45.2	0.0	2.0	13.4
Participants	54.7	44.3	0.0	1.0	86.6
Total	5830(54.5)	5225(44.4)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-2

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and "Other Activities"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-Participants	5.3	92.8	0.0	2.0	13.4
Participants	5.2	93.8	0.0	1.0	86.6
Total	541(5.2)	10514(93.7)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-3

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and "Taking Academic Courses at a Two- or Four-Year College"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-Participants	35.3	62.8	0.0	2.0	13.4
Participants	42.9	56.1	0.0	1.0	86.6
Total	4822(41.9)	6233(57.0)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-4

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and "Taking Vocational Courses at Any Kind of School or College"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-Participants	5.1	92.9	0.0	2.0	13.4
Participants	7.7	91.3	0.0	1.0	86.6
Total	870(7.4)	10185 (91.5)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-5

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and "Serving in an Apprenticeship Program or Government Training Program"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-Participants	1.3	96.7	0.0	2.0	13.4
Participants	1.1	97.9	0.0	1.0	86.6
Total	127(1.2)	10928(97.7)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-6

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and "On Active Duty in the Armed Forces (or Service Academy)"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-Participants	4.4	93.6	0.0	2.0	13.4
Participants	4.0	95.0	0.0	1.0	86.6
Total	473(4.0)	10582(94.8)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-7

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and "Homemaker Only"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-Participants	5.0	93.0	0.0	2.0	13.4
Participants	4.3	94.7	0.0	1.0	86.6
Total	500(4.4)	10555(94.5)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-8

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and "With a Job but on Temporary Layoff from Work or Waiting to Report to Work"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-Participants	2.9	95.2	0.0	2.0	13.4
Participants	2.3	96.7	0.0	1.0	86.6
Total	258(2.4)	10797(96.5)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-9

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and "Looking for Work"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-Participants	13.2	84.9	0.0	2.0	13.4
Participants	9.8	89.2	0.0	1.0	86.6
Total	1301(10.2)	9754(88.6)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-10

First Follow-up Questionnaire Weighted Response Pattern by Baseyear Participation Status, and "Taking a Break From Working and From School"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-Participants	2.9	95.1	0.0	2.0	13.4
Participants	2.8	96.1	0.0	1.0	86.6
Total	383(2.8)	10672(96.0)	2(0.0)	170(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-11

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and Expected High School Graduation Date

(Sophomores)

Base Year Participation Status	Before June 1982	July or August 1982	Sept 1982 Through Jan 1983	Feb Through June 1983	After June 1983	Will Not Finish	Unknown	Mult Resp	Refusal	Missing	Total
Non-Participants	53.7	1.6	2.7	2.7	0.7	1.2	31.7	0.0	0.8	4.9	12.1
Participants	81.6	1.8	1.0	1.0	0.4	1.0	9.8	0.0	0.6	2.8	87.9
Total 23690(78.2)	521(1.8)	370(1.2)	293(1.2)	133(0.4)	278(1.0)	2289(12.5)	3(0.0)	119(0.7)	423(3.1)	28119(100.0)	

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-12

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and High School Graduation Status

(Seniors)

Base Year Participation Status	Graduated	Still In High School	Did Not Finish	Got GED	Mult Resp	Refusal	Missing	Total
Non-participants	91.3	1.0	5.8	1.9	0.0	0.0	0.0	13.4
Participants	97.9	0.2	1.0	0.5	0.0	0.1	0.2	86.6
Total	10947(97.1)	19(0.3)	160(1.7)	70(0.7)	2(0.0)	3(0.0)	26(0.2)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

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Table 2A-13

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and Occupational Expectations By Age 30

(Sophomores)

Base Year Participation Status	Clerical	Crafts-man	Farmer	Home-maker	Laborer	Manager, Administrator	Mili-tary	Opera-tive	Profes-sional I	Profes-sional II	Proprie-tor	Protective Service
Non-participants	5.9	10.9	1.8	2.8	2.0	7.4	3.0	5.5	20.7	5.9	6.4	1.7
Participants	8.7	7.6	2.0	3.2	1.8	7.0	2.4	3.3	25.3	8.8	4.4	2.0
Total	2408(8.3)	2049(8.0)	518(2.0)	761(3.1)	502(1.8)	2043(7.0)	682(2.4)	905(3.6)	7184(24.7)	2670(8.5)	1141(4.6)	613(2.0)

	Sales	School Teacher	Service	Technical	Not Working	Mult Resp	Refusal	Missing	Total
Non-participants	1.9	2.2	6.3	9.3	1.2	0.1	4.4	0.7	12.1
Participants	1.9	3.3	4.2	10.8	0.8	0.2	2.1	0.4	87.9
Total	536(1.9)	914(3.2)	1110(4.4)	3016(10.6)	232(0.8)	54(0.2)	640(2.3)	141(0.4)	28119(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-14

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and Occupational Expectations By Age 30

(Seniors)

Base Year Participation Status	Clerical	Crafts-man	Farmer	Home-maker	Laborer	Manager, Administrator	Mili-tary	Opera-tive	Profes-sional I	Profes-sional II	Proprie-tor	Protective Service
Non-participants	7.7	6.7	1.8	2.2	2.7	9.3	2.2	4.3	26.8	5.6	6.1	1.9
Participants	8.9	6.5	1.5	3.6	2.4	9.9	1.8	3.1	25.5	8.5	4.1	2.1
Total	1123(8.8)	667(6.6)	128(1.5)	284(3.4)	221(2.5)	1130(9.9)	223(1.9)	329(3.2)	2900(25.7)	994(8.1)	420(4.4)	235(2.1)

	Sales	School Teacher	Service	Technical	Not Working	Mult Resp	Refusal	Missing	Total
Non-participants	1.9	3.8	4.8	8.5	1.0	0.5	0.3	1.9	13.4
Participants	2.7	4.2	3.2	9.5	0.5	0.7	0.2	1.0	86.6
Total	276(2.6)	498(4.2)	371(3.4)	1160(9.4)	74(0.5)	66(0.6)	20(0.2)	108(1.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

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Table 2A-15
First Follow-up Questionnaire Weighted Response Pattern by
Base Year Participation Status, Cohort and Origin or Descent

Base Year Participation Status	Mexican	Cuban	Puerto Rican	Other Latino	Non - Hispanic	Mult Resp	Refusal	Missing	Total
				Sophomore					
Non-participants	7.4	0.5	3.8	4.9	76.4	0.0	6.4	0.7	12.1
Participants	5.4	0.6	1.2	3.3	84.8	0.0	4.4	0.4	87.9
Total	2558(5.6)	373(0.6)	498(1.5)	1061(3.5)	22170(83.7)	3(0.0)	1346(4.7)	110(0.4)	28119(100.0)
				Seniors					
Non-participants	4.1	0.2	0.5	1.9	91.8	0.0	0.2	1.2	13.4
Participants	4.0	0.4	0.7	2.7	91.2	0.0	0.1	0.8	86.6
Total	1390(4.0)	244(0.4)	213(0.6)	501(2.6)	8739(91.3)	2(0.0)	15(0.1)	123(0.9)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

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Table 2A-16

First Follow-up Questionnaire Weighted Response Pattern by
Base Year Participation Status, and "Held Job Since High School"

(Seniors)

Base Year Participation Status	Yes	No	Refusal	Missing	Total
Non-participants	93.2	6.1	0.0	0.7	13.4
Participants	92.1	7.6	0.0	0.2	86.6
Total	10068(92.3)	1133(7.4)	3(0.0)	23(0.2)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-17

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and Post-High School Military Experience

(Seniors)

Base Year Participation Status	Active Duty	Non-Active Duty	No	Mult Resp	Missing	Total
Non-Participants	5.1	1.2	89.8	0.0	3.9	13.4
Participants	4.2	1.7	89.7	0.0	4.3	86.6
Total	528(4.4)	211(1.6)	9947(89.7)	5(0.0)	536(4.3)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-18

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and Applied to College

(Seniors)

Base Year Participation Status	Yes	No	Mult Resp	Refusal	Missing	Total
Non-participants	50.4	48.6	0.0	0.3	0.7	13.4
Participants	62.1	37.2	0.0	0.0	0.7	86.6
Total	7245(60.5)	3896(38.7)	1(0.0)	9(0.1)	76(0.7)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

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Table 2A-19
First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and Post-High School Formal Educational Coursework

(Seniors)

Base Year Participation Status	Yes	No	Mult Resp	Refusal	Missing	Total
Non-Participants	57.0	41.6	0.0	0.3	1.2	13.4
Participants	65.4	34.0	0.0	0.1	0.5	86.6
Total	7456(64.3)	3692(35.0)	2(0.0)	9(0.1)	68(0.6)	11227(100.)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-20
First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and Post-High School On-the-Job Training

(Seniors)

Base Year Participation Status	Yes	No	Mult Resp	Refusal	Missing	Total
Non-Participants	16.4	81.6	0.0	0.3	1.7	13.4
Participants	16.3	82.5	0.0	0.1	1.1	86.6
Total	1851(16.3)	9215(82.4)	1(0.0)	13(0.1)	147(1.2)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-21

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and High School Graduation Status

(Seniors)

Base Year Participation Status	Graduated	Still In High School	Did Not Finish	Got GED	Mult Resp	Refusal	Missing	Total
Non-participants	91.3	1.0	5.8	1.9	0.0	0.0	0.0	13.4
Participants	97.9	0.2	1.0	0.5	0.0	0.1	0.2	86.6
Total	10947(97.1)	19(0.3)	160(1.7)	70(0.7)	2(0.0)	3(0.0)	26(0.2)	11227(100.0)

Note: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-22

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status and Marital Status as of First Week of February, 1982

(Seniors)

Base Year Participation Status	Never Married	Divorced	Widowed	Separated	Married	Refusal	Missing	Total
Non-particpants	83.5	0.2	0.0	0.5	14.5	0.3	1.0	13.4
Participants	88.0	0.2	0.0	0.3	10.9	0.0	0.4	86.6
Total	9962(87.4)	28(0.2)	1(0.0)	45(0.4)	1127(11.4)	7(0.1)	57(0.5)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-23

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, and Total 1981 Income (Dollars)

(Seniors)

Base Year Participation Status	< 1000	1000-5999	6000-10999	11000-15999	16000-20999	≥ 21000	Unknown	Total
Non-Participants	7.9	28.3	16.3	9.3	2.7	2.2	33.4	13.4
Participants	6.9	35.5	18.2	5.5	2.4	2.1	29.4	86.6
Total	933(7.0)	3779(34.5)	1823(18.0)	562(6.0)	200(2.4)	186(2.1)	3744(29.9)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-24

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and Hours of TV Viewing Per Day

Base Year Participation Status	No TV On Weekday	< 1	1-2	2-3	3-4	4-5	≥ 5	Mult Resp	Refusal	Missing	Total
Sophomores											
Non-participants	7.4	13.4	18.8	19.5	13.7	9.6	11.6	0.1	0.4	5.3	12.1
Participants	5.3	14.9	22.0	19.6	13.9	8.8	12.8	0.1	0.0	2.7	87.9
Total	1503(5.6)	4135(14.7)	6194(21.6)	5459(19.6)	3818(13.9)	2511(8.9)	3577(12.6)	19(0.1)	11(0.1)	892(3.0)	28119(100.0)
Seniors											
Non-participants	8.6	12.9	23.0	19.5	16.2	6.5	12.1	0.0	0.3	1.0	13.4
Participants	7.8	14.4	20.1	20.6	15.1	8.8	12.6	0.1	0.1	0.4	86.6
Total	817(7.9)	1414(14.2)	2158(20.5)	2338(20.4)	1732(15.2)	1119(8.5)	1582(12.6)	8(0.1)	9(0.1)	50(0.5)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

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Table 2A-25
First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and Physical Disability

Base Year Participation Status	Yes	No	Mult Resp	Missing	Total
		Sophomores			
Non-participants	79.3	9.1	0.0	11.6	12.1
Participants	82.1	7.6	0.0	10.3	87.9
Total	22791(81.7)	2156(7.8)	4(0.0)	3168(10.4)	28119(100.0)
		Seniors			
Non-participants	88.2	6.8	0.0	4.9	13.4
Participants	89.3	6.7	0.0	4.1	86.6
Total	9870(89.1)	845(6.7)	2(0.0)	510(4.2)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-26

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Being Successful in My Line of Work"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-particpants	1.3	12.8	74.5	0.0	11.3	12.1
Participants	1.1	11.8	81.2	0.0	5.9	87.9
Total	297(1.1)	3210(12.0)	22773(80.4)	1(0.0)	1838(6.6)	28119(100.0)
			Seniors			
Non-particpants	1.2	17.1	76.3	0.2	5.1	13.4
Participants	1.0	15.0	79.7	0.0	4.2	86.6
Total	102(1.0)	1508(15.3)	9094(79.3)	4(0.1)	519(4.4)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-27

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Finding the Right Person to Marry and Having A Happy Family Life"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	4.4	12.7	71.7	0.0	11.2	12.1
Participants	3.4	11.1	79.4	0.0	6.0	87.9
Total	953(3.5)	3077(11.3)	22214(78.5)	6(0.0)	1869(6.7)	28119(100.0)
			Seniors			
Non-participants	3.5	9.0	81.9	0.0	5.6	13.4
Participants	2.4	9.3	83.8	0.2	4.2	86.6
Total	296(2.6)	1045(9.3)	9341(83.6)	14(0.2)	531(4.4)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-28

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Having Lots of Money"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	9.6	42.0	36.4	0.6	11.4	12.1
Participants	9.6	54.1	30.1	0.0	6.1	87.9
Total	2595(9.6)	14877(52.6)	8727(30.9)	10(0.1)	1910(6.8)	28119(100.0)
			Seniors			
Non-participants	14.2	59.5	21.2	0.0	5.1	13.4
Participants	14.1	60.7	20.8	0.1	4.3	86.6
Total	1510(14.1)	6647(60.5)	2533(20.9)	10(0.1)	527(4.4)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-29

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Having Strong Friendships"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	5.0	18.2	64.3	0.0	12.5	12.1
Participants	1.8	17.4	74.5	0.0	6.3	87.9
Total	567(2.2)	5088(17.5)	20511(73.3)	9(0.0)	1944(7.0)	28119(100.0)
			Seniors			
Non-participants	2.6	22.5	69.5	0.0	5.4	13.4
Participants	2.0	17.8	75.9	0.1	4.2	86.6
Total	351(2.1)	2537(18.4)	7799(75.0)	15(0.1)	525(4.4)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-30

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Being Able to Find Steady Work"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	3.2	12.0	72.9	0.1	11.9	12.1
Participants	1.4	12.0	79.7	0.2	6.6	87.9
Total	429(1.6)	3308(12.0)	22270(78.9)	62(0.2)	2050(7.3)	28119(100.0)
			Seniors			
Non-participants	2.0	17.4	75.3	0.2	5.1	13.4
Participants	2.0	14.9	78.2	0.3	4.5	86.6
Total	205(2.0)	1604(15.3)	8816(77.8)	41(0.3)	561(4.6)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-31

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Being A Leader In My Community"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	49.3	31.8	7.0	0.0	12.0	12.1
Participants	48.0	37.2	7.9	0.1	6.9	87.9
Total	13060(48.1)	10539(36.5)	2367(7.7)	15(0.1)	2138(7.5)	28119(100.0)
			Seniors			
Non-participants	52.5	35.9	5.4	0.0	6.3	13.4
Participants	50.3	36.0	8.4	0.0	5.3	86.6
Total	5211(50.6)	4274(36.0)	1093(8.0)	2(0.0)	647(5.5)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-32

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Being Able to Give My Children Better Opportunities Than I've Had"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	4.6	16.2	67.4	0.0	11.8	12.1
Participants	3.7	24.0	65.7	0.1	6.6	87.9
Total	1041(3.8)	6406(23.0)	18625(65.9)	18(0.1)	2029(7.2)	28119(100.0)
			Seniors			
Non-participants	8.0	21.0	65.1	0.0	5.8	13.4
Participants	5.0	27.4	62.5	0.0	5.0	86.6
Total	466(5.4)	2480(26.6)	7682(62.9)	3(0.0)	596(5.1)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-33

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Living Close to Parents and Relatives"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	24.2	49.1	14.8	0.0	11.9	12.1
Participants	27.6	51.5	14.4	0.0	6.5	87.9
Total	7486(27.2)	14374(51.2)	4215(14.4)	12(0.0)	2032(7.2)	28119(100.0)
			Seniors			
Non-participants	25.3	51.5	17.6	0.0	5.6	13.4
Participants	27.5	53.5	14.6	0.1	4.4	86.6
Total	3064(27.2)	5808(53.2)	1796(15.0)	5(0.1)	554(4.6)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-34

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Getting Away From this Area of the Country"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	49.1	26.9	12.3	0.0	11.6	12.1
Participants	53.7	27.4	12.4	0.0	6.4	87.9
Total	14826(53.2)	7816(27.3)	3472(12.4)	9(0.0)	1996(7.0)	28119(100.0)
			Seniors			
Non-participants	62.5	22.4	9.2	0.0	5.9	13.4
Participants	64.2	23.0	8.1	0.0	4.7	86.6
Total	6876(64.0)	2718(23.0)	1045(8.2)	13(0.0)	575(4.8)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-up participants.

Table 2A-35

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Working to Correct Social and Economic Inequalities"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	33.6	41.0	13.1	0.3	12.0	12.1
Participants	36.8	45.4	10.8	0.1	6.8	87.9
Total	10028(36.4)	12699(44.9)	3254(11.1)	29(0.1)	2109(7.4)	28119(100.0)
			Seniors			
Non-participants	30.3	48.7	14.9	0.0	6.1	13.4
Participants	31.4	50.2	13.2	0.0	5.1	86.6
Total	2973(31.3)	5676(50.0)	1929(13.4)	2(0.0)	647(5.3)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-36

First Follow-up Questionnaire Weighted Response Pattern by
Base Year Participation Status, Cohort and "Having Children"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	17.3	34.6	35.7	0.0	12.4	12.1
Participants	15.2	38.6	39.4	0.0	6.7	87.9
Total	4171(15.5)	10781(38.1)	11088(39.0)	5(0.0)	2074(7.4)	28119(100.0)
			Seniors			
Non-participants	14.6	37.8	41.5	0.0	6.1	13.4
Participants	13.3	34.8	47.3	0.0	4.5	86.6
Total	1533(13.5)	4065(35.2)	5051(46.5)	3(0.0)	575(4.7)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-37
First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and "Having Leisure Time to Enjoy My Own Interests"

Base Year Participation Status	Not Important	Somewhat Important	Very Important	Mult Resp	Missing	Total
			Sophomores			
Non-participants	2.1	27.0	59.1	0.0	11.8	12.1
Participants	1.5	27.7	64.4	0.0	6.3	87.9
Total	464(1.6)	7680(27.7)	18004(63.8)	5(0.0)	1966(7.0)	28119(100.0)
			Seniors			
Non-participants	1.9	29.5	63.2	0.0	5.4	13.4
Participants	1.2	26.6	67.8	0.0	4.4	86.6
Total	162(1.3)	3186(27.0)	7329(67.2)	2(0.0)	548(4.5)	11227(100.0)

NOTE: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

Table 2A-38

First Follow-up Questionnaire Weighted Response Pattern by Base Year Participation Status, Cohort and Age

Base Year Participation Status	14	15	16	17	18	19	20	21	≥22	Unknown	Total	Mean
Sophomores												
Non-Participants	0.0	0.0	0.0	1.6	55.8	29.1	8.1	1.2	0.5	3.8	12.1	18.4
Participants	0.0	0.0	0.0	0.8	68.5	23.9	2.7	0.3	0.1	3.7	87.9	18.3
Total	4(0.0)	4 (0.0)	8 (0.0)	316(0.9)	19004(66.9)	6643(24.6)	807(3.3)	103(0.4)	27(0.1)	1203(3.7)	28119(100.0)	- -
Seniors												
Non-Participants	- -	0.0	0.0	0.5	0.2	1.7	67.3	24.7	2.4	3.2	13.4	20.3
Participants	- -	0.0	0.1	0.0	0.1	1.5	70.9	23.3	1.6	2.5	86.6	20.3
Total	- -	1(0.0)	3(0.0)	3(0.0)	15(0.1)	219(1.5)	7704(70.4)	2685(23.5)	290(1.7)	307(2.6)	11227(100.0)	- -

Note: Cell entries and all marginals represent weighted percentages. The frequencies represent the number of First Follow-Up participants.

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APPENDIX 2B: HS&B Unweighted Student Nonresponse Rates by Selected Variables

Note: Proportions represent the nonresponse rate within school type. The frequencies (in parentheses) are the number of non-responding students within school type.

Table 2B-1
HS&B Student Non-response Rates by School Type, Cohort and Region

School Type	Northeast	Northcentral	South	West	Total
			Sophomores		
Non-alternative, non-Hispanic public schools	.0476 (227)	.0484 (233)	.0495 (438)	.0796 (274)	.0536 (1172)
Non-alternative, Hispanic public schools	.0685 (15)	.1072 (49)	.0341 (38)	.0763 (110)	.0656 (212)
Alternative schools	.0962 (48)	.1031 (10)	.0354 (11)	.0435 (2)	.0745 (71)
Non-public, non-Catholic schools	.0735 (15)	.0358 (11)	.0350 (10)	.0368 (5)	.0439 (41)
Non-public, Catholic schools	.0324 (30)	.0523 (19)	.0338 (35)	.0157 (6)	.0333 (90)
Total	.0506 (335)	.0533 (322)	.0459 (532)	.0729 (397)	.0534 (1586)
			Seniors		
Non-alternative, non-Hispanic public schools	.0504 (85)	.0647 (153)	.0580 (188)	.0857 (128)	.0630 (554)
Non-alternative Hispanic public schools	.1019 (11)	.0550 (11)	.0349 (21)	.0952 (63)	.0675 (106)
Alternative schools	.0959 (14)	.0488 (2)	.0349 (3)	.1333 (2)	.0729 (21)
Non-public, non-Catholic schools	.0833 (7)	.0667 (6)	.0563 (4)	.0959 (7)	.0755 (24)
Non-public, Catholic schools	.0543 (17)	.0333 (5)	.0607 (23)	.0402 (7)	.0512 (52)
Total	.0573 (134)	.0622 (77)	.0546 (239)	.0856 (207)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2B-2

HS&B Student Non-response Rates by School Type, Cohort and Level of Urbanization

School Type	Urban	Suburban	Rural	Total
		Sophomores		
Non-alternative, non-Hispanic public schools	.0725 (320)	.0588 (617)	.0338 (235)	.0536 (1172)
Non-Alternative, Hispanic public schools	.0696 (74)	.0811 (107)	.0364 (31)	.0656 (212)
Alternative schools	.0952 (58)	.0367 (11)	.0455 (2)	.0745 (71)
Non-public, non-Catholic schools	.0480 (13)	.0400 (19)	.0481 (3)	.0439 (41)
Non-public, Catholic schools	.0485 (25)	.0313 (62)	.0142 (3)	.0333 (90)
Total	.0713 (490)	.0560 (816)	.0339 (280)	.0534 (1586)
		Seniors		
Non-alternative, non-Hispanic public schools	.0698 (160)	.0651 (248)	.0543 (146)	.0630 (554)
Non-alternative Hispanic public schools	.0681 (37)	.0661 (43)	.0690 (26)	.0675 (106)
Alternative schools	.0773 (16)	.0548 (4)	.1250 (1)	.0729 (21)
Non-public, non-Catholic schools	.1068 (11)	.0486 (7)	.0845 (6)	.0755 (24)
Non-public, Catholic schools	.0769 (15)	.0461 (35)	.0323 (2)	.0512 (52)
Total	.0715 (239)	.0620 (337)	.0564 (181)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2B-3
HS&B Student Non-response Rates by School Type, Cohort, and Percentage Black

School Type	Less than 25% Black	Greater than 25% Black	Total
		Sophomores	
Non-alternative, non-Hispanic public schools	.0526 (955)	.0584 (217)	.0536 (1172)
Non-alternative, Hispanic public schools	.0643 (192)	.0800 (20)	.0656 (212)
Alternative schools	.0907 (50)	.0522 (21)	.0745 (71)
Non-public, non-Catholic schools	.0439 (41)	--	.0439 (41)
Non-public, Catholic schools	.0333 (90)	--	.0333 (90)
Total	.0524(1328)	.0591 (258)	.0534 (1586)
		Seniors	
Non-alternative, non-Hispanic public schools	.0584 (375)	.0757 (179)	.0630 (556)
Non-alternative Hispanic public schools	.0675 (96)	.0909 (10)	.0675 (106)
Alternative schools	.1006 (17)	.0336 (14)	.0729 (21)
Non-public, non-Catholic schools	.0755 (24)	--	.0755 (24)
Non-public, Catholic schools	.0512 (52)	--	.0512 (52)
Total	.0601 (564)	.0744 (193)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2B-4
HS&B Student Non-response Rates by School Type, Cohort and Average Enrollment

School type	≤ 36	37-100	101-175	176-250	251-325	326-400	401-475	476-550	551-625	> 625	Total
Sophomores											
Non-alternative, non-Hispanic public schools	.0254(10)	.0414 (72)	.0331 (75)	.0375 (91)	.0360 (92)	.0517 (121)	.0501 (119)	.0656 (140)	.0674 (112)	.0853 (340)	.0536 (1172)
Non-alternative, Hispanic public schools	.0299 (2)	.0461 (7)	.0313 (11)	.0311 (8)	.1091 (24)	.0608 (18)	.1003 (29)	.0786 (37)	.0874 (36)	.0556 (40)	.0656 (212)
Alternative schools	.0476 (4)	.0606 (4)	.0500 (3)	.0339 (2)	.0435 (3)	.1167 (7)	.0755 (4)	.0684 (8)	.0517 (3)	.1009 (33)	.0745 (71)
Non-public, non-Catholic schools	.0698(15)	.0354 (19)	.0566 (6)	.0278 (1)	--- ---	.0000 (0)	--- ---	--- ---	--- ---	--- ---	.0439 (41)
Non-public, Catholic schools	.0000 (0)	.0504 (26)	.0441 (43)	.0185 (9)	.0111 (4)	.0345 (8)	.0000 (0)	--- ---	.0000 (0)	--- ---	.0333 (90)
Total	.0388(31)	.0425(128)	.0367(138)	.0340(111)	.0384 (123)	.0520 (154)	.0546 (152)	.0680 (185)	.0697 (151)	.0820 (413)	.0534 (1586)
Seniors											
Non-alternative, non-Hispanic public schools	.0345 (5)	.0437 (28)	.0627 (57)	.0561 (50)	.0521 (51)	.0594 (55)	.0741 (77)	.0642 (55)	.0666 (53)	.0764 (123)	.0630 (554)
Non-alternative, Hispanic public schools	.0556 (1)	.1067 (8)	.0432 (7)	.0423 (6)	.0435 (5)	.1026 (12)	.0690 (10)	.0789 (21)	.0741 (14)	.0643 (22)	.0675 (106)
Alternative schools	.1053 (2)	.1429 (3)	.1667 (4)	.0000 (0)	.0400 (1)	.1000 (3)	.0000 (0)	.0000 (0)	.0000 (0)	.0792 (8)	.0729 (21)
Non-public, non-Catholic schools	.1310(11)	.0570 (9)	.0588 (3)	.0588 (1)	--- ---	.0000 (0)	--- ---	--- ---	--- ---	--- ---	.0755 (24)
Non-public, Catholic schools	.0000 (0)	.0718 (14)	.0446 (18)	.0655 (11)	.0320 (4)	.0588 (5)	.0000 (0)	--- ---	.0000 (0)	--- ---	.0512 (52)
Total	.0679(19)	.0569 (62)	.0574 (89)	.0554 (68)	.0490 (61)	.0643 (75)	.0720 (87)	.0656 (76)	.0665 (67)	.0746 (153)	.0612 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2B-5
HS&B Student Non-response Rates by School Type, Cohort and Race

School Type	White	Black	Hispanic	Other	Total
			Sophomores		
Non-alternative, non-Hispanic public schools	.0399 (628)	.0534 (150)	.0295 (71)	.3561 (323)	.0536 (1172)
Non-alternative, Hispanic public schools	.0492 (37)	.0584 (18)	.0379 (75)	.4162 (82)	.0656 (212)
Alternative schools	.0344 (12)	.0372 (13)	.0559 (10)	.4737 (36)	.0745 (71)
Non-public, non-Catholic schools	.0278 (22)	.0323 (1)	.0000 (0)	.3830 (18)	.0439 (41)
Non-public, Catholic schools	.0172 (28)	.0434 (18)	.0389 (23)	.2763 (21)	.0333 (90)
Total	.0377 (727)	.0511 (200)	.0343 (179)	.3684 (480)	.0534 (1586)
			Seniors		
Non-alternative, non-Hispanic public schools	.0412 (188)	.0723 (176)	.0580 (75)	.2291 (115)	.0630 (554)
Non-alternative Hispanic public schools	.0855 (13)	.0840 (11)	.0575 (68)	.1333 (14)	.0675 (106)
Alternative schools	.0484 (3)	.0809 (11)	.0678 (4)	.0968 (3)	.0729 (21)
Non-public, non-Catholic schools	.0594 (13)	.0513 (2)	.0556 (2)	.2917 (7)	.0755 (24)
Non-public, Catholic schools	.0289 (12)	.0758 (15)	.0549 (19)	.1053 (6)	.0512 (52)
Total	.0423 (229)	.0732 (215)	.0576 (168)	.2017 (145)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2B-6
HS&B Student Non-response Rates by School Type, Cohort and Sex

School Type	Male	Female	Total
		Sophomores	
Non-alternative, non-Hispanic public schools	.0619 (683)	.0451 (489)	.0536 (1172)
Non-alternative, Hispanic public schools	.0768 (120)	.0550 (92)	.0656 (212)
Alternative schools	.0828 (37)	.0672 (34)	.0745 (71)
Non-public, non-Catholic schools	.0478 (27)	.0380 (14)	.0439 (41)
Non-public, Catholic schools	.0210 (25)	.0429 (65)	.0333 (90)
Total	.0603 (892)	.0466 (694)	.0534 (1586)
		Seniors	
Non-alternative, non-Hispanic public schools	.08103(343)	.0463 (211)	.0630 (554)
Non-alternative Hispanic public schools	.0905 (66)	.0475 (40)	.0675 (106)
Alternative schools	.0926 (10)	.0611 (11)	.0729 (21)
Non-public, non-Catholic schools	.0667 (11)	.0850 (13)	.0755 (24)
Non-public, Catholic schools	.0534 (23)	.0496 (29)	.0512 (52)
Total	.0800 (453)	.0481 (304)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2B-7
HS&B Student Non-response Rates by School Type, Cohort and School Program

School Type	General	Academic	Vocational	Other	Total
			Sophomores		
Non-alternative, non-Hispanic public schools	.0497 (458)	.0365 (221)	.0482 (207)	.1235 (286)	.0536 (1172)
Non-alternative, Hispanic public schools	.0480 (66)	.0487 (33)	.0675 (48)	.1383 (65)	.0656 (212)
Alternative schools	.0564 (19)	.0403 (10)	.0778 (14)	.1489 (28)	.0745 (71)
Non-public, non-Catholic schools	.0249 (5)	.0334 (20)	.0000 (0)	.1455 (16)	.0439 (41)
Non-public, Catholic schools	.0336 (27)	.0290 (46)	.0324 (6)	.0827 (11)	.0333 (90)
Total	.0482 (575)	.0360 (330)	.0510 (275)	.1262 (406)	.0534 (1586)
			Seniors		
Non-alternative, non-Hispanic public schools	.0639 (197)	.0410 (116)	.0669 (153)	.1492 (88)	.0630 (554)
Non-alternative Hispanic public schools	.0746 (50)	.0498 (21)	.0681 (29)	.1132 (6)	.0675 (106)
Alternative schools	.0857 (9)	.0560 (7)	.0851 (4)	.0909 (1)	.0729 (21)
Non-public, non-Catholic schools	.1167 (7)	.0543 (12)	.0556 (1)	.2105 (4)	.0755 (24)
Non-public, Catholic schools	.0942 (18)	.0357 (26)	.0541 (4)	.1739 (4)	.0512 (52)
Total	.0684 (281)	.0421 (182)	.0670 (191)	.1480 (103)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2B-8
HS&B Student Non-response Rates by School Type, Cohort and SES Trichotomy

School type	Lowest	Middle	Highest	Other/Unknown	Total
Sophomores					
Non-alternative, non-Hispanic public schools	.0484 (256)	.0402 (387)	.0474 (200)	.1202 (329)	.0536 (1172)
Non-alternative, Hispanic public schools	.0446 (61)	.0534 (54)	.0568 (18)	.1474 (79)	.0656 (212)
Alternative schools	.0565 (16)	.0669 (17)	.0482 (8)	.1200 (30)	.0745 (71)
Non-public, non-Catholic schools	.0638 (3)	.C046 (1)	.0362 (20)	.1491 (17)	.0439 (41)
Non-public, Catholic schools	.0466 (20)	.0249 (30)	.0302 (27)	.0718 (13)	.0333 (90)
Total	.0480 (356)	.0397 (489)	.0444 (273)	.1226 (468)	.0534 (1586)
Seniors					
Non-Alternative, non-Hispanic public schools	.0650 (204)	.0517 (180)	.0457 (66)	.1433 (104)	.0630 (554)
Non-alternative, Hispanic public schools	.0681 (61)	.0690 (34)	.0238 (3)	.1429 (8)	.0675 (106)
Alternative schools	.0916 (12)	.0562 (5)	.0000 (0)	.1667 (4)	.0729 (21)
Non-public, non-Catholic schools	.0667 (3)	.0556 (5)	.0736 (12)	.2000 (4)	.0755 (24)
Non-public, Catholic schools	.0536 (14)	.0466 (19)	.0518 (16)	.0789 (3)	.0512 (52)
Total	.0658 (294)	.0532 (243)	.0465 (97)	.1424 (123)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2B-9
HS&B Student Non-response Rates by School Type, Cohort and Test Quartile

School type	Lowest	Middle	Highest	Other/Unknown	Total
Sophomores					
Non-alternative, non-Hispanic public schools	.0593 (270)	.0408 (376)	.0324 (153)	.1099 (373)	.0536 (1172)
Non-alternative, Hispanic public schools	.0542 (58)	.0565 (67)	.0194 (6)	.1211 (81)	.0656 (212)
Alternative schools	.0520 (12)	.0590 (16)	.0379 (5)	.1233 (37)	.0745 (71)
Non-public, non-Catholic schools	.0682 (3)	.0271 (6)	.0266 (12)	.0922 (20)	.0439 (41)
Non-public, Catholic schools	.0634 (22)	.0300 (40)	.0148 (12)	.0755 (16)	.0333 (90)
Total	.0584 (366)	.0413 (505)	.0293 (188)	.1100 (527)	.0534 (1586)
Seniors					
Non-alternative, non-Hispanic public schools	.0767 (189)	.0529 (176)	.0293 (48)	.1035 (141)	.0630 (554)
Non-alternative, Hispanic public schools	.0789 (50)	.0616) (36)	.0296 (5)	.0815 (15)	.0675 (106)
Alternative schools	.0805 (7)	.0517 (6)	.0455 (2)	.1463 (6)	.0729 (21)
Non-public, non-Catholic schools	.0952 (2)	.0921 (7)	.0282 (4)	.1392 (11)	.0755 (24)
Non-public, Catholic schools	.1188 (12)	.0514 (27)	.0280 (9)	.0580 (4)	.0512 (52)
Total	.0786 (260)	.0544 (252)	.0294 (68)	.1020 (177)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2B-10
HS&B Student Non-response Rates by School Type and Dropout Status (Sophomores Only)

School Type	In School	Transfer*	Early Grad	Drop Out	Total
Non-alternative, non-Hispanic public schools	.0444 (829)	.0917 (73)	.0649 (32)	.1232 (238)	.0536 (1172)
Non-alternative, Hispanic public schools	.0548 (142)	.1449 (20)	.0948 (11)	.1005 (39)	.0656 (212)
Alternative schools	.0565 (38)	.1034 (6)	.1026 (4)	.1250 (23)	.0745 (71)
Non-public, non-Catholic schools	.0415 (33)	.0455 (4)	.1579 (3)	.0323 (1)	.0439 (41)
Non-public, Catholic schools	.0250 (60)	.0810 (17)	.1034 (3)	.1538 (10)	.0333 (90)
Total	.0439 (1102)	.0930 (120)	.0761 (53)	.1196 (311)	.0534 (1586)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

* No longer in school

APPENDIX 2C: HS&B Weighted and Unweighted Student Nonresponse Rates by Selected Variables

Note: Proportions represent the nonresponse rate within school type. The frequencies (in parentheses) are the number of nonresponding students within school type.

Table 2C-1A
HS&B Student Non-Response Rates by School Type, Cohort and High School Grades

School type	Mostly A's	A's & B's	Mostly B's	B's & C's	Mostly C's	C's & D's	Mostly D's	<D	Other/Unknown	Total
Sophmores										
Non-alternative, non-Hispanic public schools	.0321 (62)	.0292 (100)	.0336 (120)	.0511 (266)	.0587 (174)	.0549 (107)	.0902 (46)	.0975 (23)	.1314 (274)	.0536 (1172)
Non-alternative, Hispanic public schools	.0226 (5)	.0381 (20)	.0656 (29)	.0536 (46)	.0597 (25)	.0625 (18)	.0800 (6)	.0333 (1)	.1649 (62)	.0656 (212)
Alternative schools	.0820 (5)	.0541 (8)	.0748 (11)	.0619 (14)	.0283 (3)	.0469 (3)	.0000 (0)	.0000 (0)	.1484 (27)	.0745 (71)
Non-public, non-Catholic schools	.0095 (1)	.0333 (7)	.0492 (9)	.0099 (2)	.0610 (5)	.0323 (1)	.0000 (0)	.0000 (0)	.1416 (16)	.0439 (41)
Non-public, Catholic schools	.0296 (10)	.0210 (11)	.0227 (13)	.0364 (25)	.0510 (16)	.0088 (1)	.0357 (1)	.1429 (1)	.0984 (12)	.0333 (90)
Total	.0312 (83)	.0302 (146)	.0370 (182)	.0492 (353)	.0574 (223)	.0531 (130)	.0841 (53)	.0887 (25)	.1359 (391)	.0534 (1586)
Seniors										
Non-Alternative, non-Hispanic public schools	.0293 (26)	.0287 (475)	.0488 (81)	.0697 (160)	.0856 (102)	.1004 (53)	.0822 (6)	.1818 (2)	.1519 (77)	.0630 (554)
Non-alternative, Hispanic public schools	.0268 (4)	.0548 (16)	.0556 (16)	.0679 (32)	.0947 (23)	.0976 (8)	.0833 (1)	.0000 (0)	.1935 (6)	.0675 (106)
Alternative schools	.0435 (1)	.0294 (2)	.0357 (2)	.1477 (13)	.0571 (2)	.0000 (0)	--- ---	--- ---	.1000 (1)	.0729 (21)
Non-public, non-Catholic schools	.0698 (3)	.0429 (3)	.0694 (5)	.0658 (5)	.1034 (3)	.1250 (1)	--- ---	--- ---	.2000 (4)	.0755 (24)
Non-public, Catholic schools	.0407 (7)	.0283 (7)	.0558 (12)	.0602 (16)	.0519 (4)	.1333 (2)	--- ---	--- ---	.1667 (4)	.0512 (52)
Total	.0322 (41)	.0324 (75)	.0507 (116)	.0707 (226)	.0850 (134)	.0998 (64)	.0824 (7)	.1429 (2)	.1554 (92)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2C-1B
HS&B Weighted Student Non-Response Rates by School Type, Cohort and High School Grades

School Type	Mostly A's	A's & B's	Mostly B's	B's & C's	Mostly C's	C's & D's	Mostly D's	< D	Other/Unknown	Total
Sophomores										
Non-alternative, non-Hispanic public schools	.0315 (8314)	.0346 (16546)	.0353 (17530)	.0533 (39084)	.0684 (28684)	.0584 (16321)	.0932 (6981)	.3855 (3185)	.1545 (74825)	.0649 (211468
Non-alternative, Hispanic public schools	.0263 (165)	.0367 (645)	.0757 (1133)	.0546 (1578)	.0586 (845)	.0753 (757)	.0625 (154)	.0328 (36)	.1883 (4893)	.0835 (10207
Alternative schools	.0946 (136)	.0870 (342)	.0781 (316)	.0665 (423)	.0333 (103)	.0363 (78)	.0000 (0)	.0000 (0)	.2872 (3261)	.1415 (4569
Non-public, non-Catholic schools	.0117 (162)	.0511 (1220)	.0596 (1350)	.0073 (213)	.0490 (577)	.0183 (94)	.0000 (0)	.0000 (0)	.1795 (2917)	.0525 (6554
Non-public, Catholic schools	.0165 (497)	.0236 (1044)	.0262 (1255)	.0287 (1625)	.0214 (546)	.0014 (16)	.0111 (42)	.0528 (17)	.2055 (2058)	.0310 (7102
Total	.0294 (9275)	.0349 (19795)	.0368 (21584)	.0502 (42923)	.0649 (30755)	.0562 (17266)	.0868 (7177)	.0830 (3238)	.1605 (87976)	.0637 (23999
Seniors										
Non-alternative, non-Hispanic public schools	.0383 (10089)	.0230 (10370)	.0461 (21175)	.0639 (36506)	.0819 (25135)	.0946 (12546)	.0844 (1681)	.2680 (723)	.1628 (66518)	.0707 (184746
Non-alternative Hispanic public schools	.0951 (729)	.0366 (468)	.0358 (483)	.0495 (1139)	.0875 (942)	.1965 (811)	.0391 (39)	.0000 (0)	.2377 (3734)	.0942 (8,6
Alternative schools	.0129 (15)	.0159 (106)	.0380 (103)	.1191 (702)	.0306 (101)	.0000 (0)	-- --	-- --	.1230 (903)	.0704 (193
Non-public, non-Catholic schools	.0388 (515)	.0829 (1709)	.0485 (1033)	.0550 (1049)	.2529 (1709)	.2007 (530)	-- --	-- --	.2118 (4323)	.1046 (10909
Non-public, Catholic schools	.0475 (1324)	.0015 (70)	.0423 (1713)	.0423 (2137)	.0762 (826)	.0601 (137)	-- --	-- --	.1057 (2308)	.0430 (861
Total	.0404 (12673)	.0237 (12723)	.0456 (24506)	.0620 (41534)	.0848 (28771)	.0989 (14064)	.0822 (1722)	.2568 (723)	.1641 (77826)	.0707 (21454

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-2A
HS&B Student Non-Response Rates by School Type, Cohort and Days Absent From School

School Type	None	1-2	3-4	5-10	11-15	16-20	≥ 21	Other/Unknown	Total
Sophomores									
Non-alternative, non-Hispanic public schools	.0354 (248)	.0446 (272)	.0466 (161)	.0531 (115)	.1030 (62)	.0913 (22)	.0786 (22)	.1322(270)	.0536 (1172)
Non-alternative, Hispanic public schools	.0505 (45)	.0468 (37)	.0579 (33)	.0508 (20)	.0840 (10)	.0652 (3)	.0400 (2)	.1662 (62)	.0656 (212)
Alternative schools	.0628 (13)	.0507 (11)	.0523 (8)	.0397 (5)	.0690 (2)	.0000 (0)	.1579 (3)	.1510 (29)	.0745 (71)
Non-public, non-Catholic schools	.0327 (12)	.0183 (5)	.0446 (5)	.0556 (3)	.0000 (0)	.0000 (0)	.0000 (0)	.1455 (16)	.0439 (41)
Non-public, Catholic schools	.0225 (28)	.0294 (23)	.0513 (18)	.0476 (8)	.0303 (1)	.0000 (0)	.1250 (1)	.0982 (11)	.0333 (90)
Total	.0356 (346)	.0427 (348)	.0485 (225)	.0520 (151)	.0948 (75)	.0814 (25)	.0771 (28)	.1372(388)	.0534 (1586)
Seniors									
Non-alternative, non-Hispanic public schools	.0457 (103)	.0496 (127)	.0698 (122)	.0714 (83)	.0673 (22)	.0776 (9)	.0720 (9)	.1596 (79)	.0630 (554)
Non-alternative Hispanic public schools	.0452 (19)	.0644 (25)	.0605 (21)	.0824 (21)	.1129 (7)	.0333 (1)	.1471 (5)	.2000 (3)	.0675 (106)
Alternative schools	.0933 (7)	.0241 (2)	.1186 (7)	.0667 (2)	.0526 (1)	.0000 (0)	.2000 (1)	.0909 (1)	.0729 (21)
Non-public, non-Catholic schools	.0659 (6)	.0680 (7)	.0469 (3)	.0000 (0)	.3750 (3)	.0000 (0)	.2000 (1)	.1905 (4)	.0755 (24)
Non-public, Catholic schools	.0523 (19)	.0358 (14)	.0643 (9)	.0405 (3)	.1538 (2)	.0000 (0)	.2000 (1)	.1538 (4)	.0512 (52)
Total	.0481 (154)	.0496 (175)	.0687 (162)	.0705 (109)	.0816 (35)	.0637 (10)	.0977 (17)	.1616 (95)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-28
HS&B Student Weighted Non-Response Rates by School Type, Cohort and Days Absent From School

School Type	None	1-2	3-4	5-10	11-15	16-20	≥ 21	Other/Unknown	Total
Sophomores									
Non-alternative, non-Hispanic public schools	.0385 (36695)	.0475 (40086)	.0516 (25761)	.0551 (17625)	.1041 (9482)	.1125 (4430)	.0814 (3403)	.1548 (73986)	.0649 (211468)
Non-alternative, Hispanic public schools	.0549 (1601)	.0465 (1224)	.0636 (1249)	.0497 (693)	.0916 (344)	.0513 (81)	.0534 (96)	.1886 (4919)	.0835 (10207)
Alternative schools	.0873 (501)	.0499 (285)	.0530 (236)	.0496 (185)	.0882 (73)	.0000 (0)	.1471 (80)	.2856 (3299)	.1415 (4659)
Non-public, non-Catholic schools	.0348 (1324)	.0382 (1400)	.0331 (571)	.0254 (322)	.0000 (0)	.0000 (0)	.0000 (0)	.1782 (2937)	.0525 (6554)
Non-public, Catholic schools	.0169 (1809)	.0271 (1873)	.0131 (360)	.0769 (987)	.0068 (17)	.0000 (0)	.0683 (17)	.2153 (2039)	.0310 (7102)
Total	.0370 (41930)	.0457 (44867)	.0496 (28176)	.0545 (19811)	.0932 (9916)	.1068 (4512)	.0784 (3596)	.1610 (87181)	.0637 (239990)
Seniors									
Non-alternative, non-Hispanic public schools	.0413 (22859)	.0455 (31543)	.0637 (29453)	.0672 (22416)	.0646 (6020)	.0802 (2973)	.0528 (1718)	.1654 (67764)	.0707 (184746)
Non-alternative Hispanic public schools	.0841 (1720)	.0526 (905)	.0437 (746)	.0658 (751)	.0599 (231)	.0190 (39)	.1223 (136)	.2470 (3817)	.0942 (8345)
Alternative schools	.0786 (342)	.0057 (36)	.1235 (484)	.0180 (48)	.0244 (31)	.0000 (0)	.5576 (85)	.1130 (903)	.0704 (1930)
Non-public, non-Catholic schools	.0834 (2165)	.0634 (1747)	.0721 (1396)	.0000 (0)	.2156 (708)	.0000 (0)	.4911 (570)	.2197 (4323)	.1046 (10909)
Non-public, Catholic schools	.0302 (1872)	.0324 (2439)	.0370 (916)	.0226 (301)	.2556 (641)	.0000 (0)	.0982 (95)	.1142 (2351)	.0430 (8615)
Total	.0435 (28959)	.0447 (36670)	.0625 (32994)	.0639 (23516)	.0733 (7632)	.0736 (3012)	.0724 (2604)	.1672 (79159)	.0707 (214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-3A

HS&B Student Non-response Rates by School Type, Cohort and Days Tardy to School

School Type	None	1-2	3-4	5-10	11-15	16-20	≥21	Other/Unknown	Total
Sophomores									
Non-alternative, non-Hispanic public schools	.0358 (312)	.0473 (283)	.0561(151)	.0636 (103)	.0617 (28)	.0631 (11)	.0756 (18)	.1333 (264)	.0536 (1172)
Non-alternative, Hispanic public schools	.0509 (62)	.0474 (37)	.0554 (25)	.0656 (17)	.0617 (5)	.0625 (3)	.0476 (2)	.1711 (61)	.0656 (212)
Alternative schools	.0720 (18)	.0355 (7)	.0493 (7)	.0600 (6)	.1143 (4)	.0000 (0)	.0526 (1)	.1489 (28)	.0745 (71)
Non-public, non-Catholic schools	.0096 (3)	.0482 (12)	.0234 (3)	.0483 (5)	.0000 (0)	.0000 (0)	.1333 (2)	.1468 (16)	.0439 (41)
Non-public, Catholic schools	.0237 (29)	.0296 (24)	.0543 (17)	.0469 (7)	.0227 (1)	.0476 (1)	.0000 (0)	.0982 (11)	.0331 (90)
Total	.0362 (424)	.0452 (363)	.0545(203)	.0625 (138)	.0597 (38)	.0556 (17)	.0680 (29)	.1384 (380)	.0534 (1586)
Seniors									
Non-alternative, non-Hispanic public schools	.0433 (128)	.0658 (156)	.0638 (90)	.0704 (46)	.0452 (14)	.0649 (10)	.0496 (12)	.1589 (78)	.0630 (554)
Non-alternative, Hispanic public schools	.0481 (26)	.0529 (21)	.0753 (22)	.0929 (17)	.1250 (9)	.0345 (1)	.1154 (3)	.2258 (7)	.0675 (106)
Alternative schools	.0449 (4)	.0448 (3)	.1800 (9)	.0488 (2)	.0714 (1)	.0000 (0)	.1000 (1)	.0909 (1)	.0729 (21)
Non-public, non-Catholic schools	.0519 (4)	.0909 (7)	.0758 (5)	.0204 (1)	.0714 (1)	.0000 (0)	.1667 (2)	.2105 (4)	.0755 (24)
Non-public, Catholic schools	.0508 (20)	.0362 (11)	.0857 (12)	.0421 (4)	.0385 (1)	.0714 (1)	.0000 (0)	.1250 (3)	.0512 (52)
Total	.0450 (182)	.0616 (198)	.0706(138)	.0689 (90)	.0596 (26)	.0580 (12)	.0753 (18)	.1615 (93)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parentheses) are the number of non-responding students within school type.

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Table 2C-3B

HS&B Weighted Student Non-response Rates by School Type, Cohort and Days Tardy to School

School Type	None	1-2	3-4	5-10	11-15	16-20	≥21	Other/Unknown	Total
Sophomores									
Non-alternative, non-Hispanic public schools	.0388 (46854)	.0520 (43259)	.0597 (23019)	.0665 (15957)	.0646 (4151)	.0709 (2167)	.0825 (3142)	.1557 (72920)	.0649 (211468)
Non-alternative, Hispanic public schools	.0517 (2154)	.0503 (1288)	.0652 (981)	.0639 (546)	.0633 (181)	.0644 (106)	.0588 (86)	.1915 (4865)	.0835 (10207)
Alternative schools	.0937 (632)	.0342 (195)	.0593 (229)	.0619 (178)	.1007 (117)	.0000 (0)	.0644 (43)	.2870 (3266)	.1415 (4659)
Non-public, non-Catholic schools	.0191 (713)	.0362 (1183)	.0256 (503)	.0971 (1052)	.0000 (0)	.0000 (0)	.0561 (165)	.1803 (2937)	.0525 (6554)
Non-public, Catholic schools	.0168 (1736)	.0244 (1790)	.0331 (797)	.0537 (602)	.0334 (129)	.0063 (8)	.0000 (0)	.2151 (2039)	.0310 (7102)
Total	.0373 (52089)	.0493 (47714)	.0569 (25528)	.0671 (18336)	.0611 (4578)	.0627 (2281)	.0753 (3436)	.1620 (3436)	.0637 (239990)
Seniors									
Non-alternative, non-Hispanic public schools	.0447 (36215)	.0539 (32915)	.0605 (22077)	.0660 (15793)	.0346 (2952)	.0874 (3999)	.0625 (3150)	.1653 (67645)	.0707 (184746)
Non-alternative, Hispanic public schools	.0715 (1970)	.0434 (728)	.0489 (692)	.0799 (681)	.0876 (317)	.0129 (15)	.0656 (105)	.2514 (3837)	.0942 (8345)
Alternative schools	.0421 (260)	.0598 (210)	.0888 (393)	.0196 (58)	.0219 (21)	.0000 (0)	.0762 (85)	.1206 (903)	.0704 (1930)
Non-public, non-Catholic schools	.0382 (774)	.1183 (2866)	.1110 (2147)	.0071 (98)	.0425 (125)	.0000 (0)	.1777 (576)	.2222 (4323)	.1046 (10909)
Non-public, Catholic schools	.0438 (3155)	.0197 (1099)	.0496 (1190)	.0201 (285)	.1070 (630)	.0032 (10)	.0000 (0)	.1099 (2245)	.0430 (8615)
Total	.0453 (42373)	.0532 (37819)	.0621 (26500)	.0607 (16916)	.0410 (4045)	.0777 (4024)	.0640 (3916)	.1673 (78954)	.0707 (214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-4A

HS&B Student Non-response Rates by School Type, Cohort and "Worked for Pay Last Week"

School Type	Yes	No	Other/Unknown	Total
Sophomores				
Non-alternative, non-Hispanic public schools	.0493 (415)	.0429 (489)	.1309 (268)	.0536 (1172)
Non-alternative, Hispanic public schools	.0594 (55)	.0491 (95)	.1662 (62)	.0656 (212)
Alternative schools	.0621 (18)	.0520 (25)	.1538 (28)	.0745 (71)
Non-public, non-Catholic schools	.0283 (8)	.0314 (17)	.1481 (16)	.0439 (41)
Non-public, Catholic schools	.0309 (31)	.0303 (48)	.0932 (11)	.0333 (90)
Total	.0482 (527)	.0422 (674)	.1361 (385)	.0534 (1586)
Seniors				
Non-alternative, non-Hispanic public schools	.0551 (275)	.0605 (201)	.1628 (78)	.0630 (554)
Non-alternative, Hispanic public schools	.0651 (54)	.0640 (46)	.2609 (6)	.0675 (106)
Alternative schools	.0612 (9)	.0758 (10)	.2222 (2)	.0729 (21)
Non-public, non-Catholic schools	.0438 (6)	.0807 (13)	.2500 (5)	.0755 (24)
Non-public, Catholic schools	.0380 (21)	.0636 (28)	.1304 (3)	.0512 (52)
Total	.0548 (365)	.0624 (298)	.1697 (94)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2C-4B

HS&B Weighted Student Non-response Rates by School Type, Cohort and "Worked For Pay Last Week"

School Type	Yes	No	Other/Unknown	Total
Sophomores				
Non-alternative, non-Hispanic public schools	.0540 (64367)	.0459 (73316)	.1554 (73785)	.0649 (211468)
Non-alternative, Hispanic public schools	.0636 (1998)	.0512 (3313)	.1876 (4896)	.0835 (10207)
Alternative schools	.0717 (578)	.0593 (806)	.2907 (3275)	.1415 (4659)
Non-public, non-Catholic schools	.0141 (614)	.0460 (3002)	.1803 (2937)	.0525 (6554)
Non-public, Catholic schools	.0235 (2345)	.0229 (2717)	.1979 (2039)	.0310 (7102)
Total	.0508 (69903)	.0447 (83155)	.1613 (86932)	.0637 (239990)
Seniors				
Non-alternative, non-Hispanic public schools	.0517 (73085)	.0554 (44043)	.1667 (67618)	.0707 (184746)
Non-alternative, Hispanic public schools	.0623 (2383)	.0623 (2209)	.2507 (3753)	.0942 (8345)
Alternative schools	.0392 (467)	.0578 (475)	.1352 (988)	.0704 (1930)
Non-public, non-Catholic schools	.0562 (2266)	.0922 (4064)	.2303 (4579)	.1046 (10909)
Non-public, Catholic schools	.0329 (3799)	.0398 (2571)	.1108 (2245)	.0430 (8615)
Total	.0506 (81999)	.0564 (53362)	.1692 (79185)	.0707 (214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2C-5A

HS&B Student Non-response Rates by School Type, Cohort and "Suspended or on Probation"

School Type	Yes	No	Other/Unknown	Total
		Sophomores		
Non-alternative, non-Hispanic public schools	.0627 (140)	.0422 (697)	.1074 (335)	.0536 (1172)
Non-alternative, Hispanic public schools	.0616 (17)	.0494 (119)	.1387 (76)	.0656 (212)
Alternative schools	.0536 (6)	.0554 (32)	.1255 (33)	.0745 (71)
Non-public, non-Catholic schools	.0735 (5)	.0261 (19)	.1250 (17)	.0439 (41)
Non-public, Catholic schools	.0255 (6)	.0305 (69)	.0725 (15)	.0333 (90)
Total	.0595 (174)	.0416 (936)	.1114 (476)	.0534 (1586)
		Seniors		
Non-alternative, non-Hispanic public schools	.0836 (85)	.0500 (348)	.1498 (121)	.0630 (554)
Non-alternative, Hispanic public schools	.0763 (10)	.0632 (87)	.1429 (9)	.0675 (106)
Alternative schools	.1000 (4)	.0622 (14)	.1304 (3)	.0729 (21)
Non-public, non-Catholic schools	.1351 (5)	.0541 (14)	.2273 (5)	.0755 (24)
Non-public, Catholic schools	.0756 (9)	.0479 (41)	.0488 (2)	.0512 (52)
Total	.0841 (113)	.0520 (504)	.1463 (140)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2C-5B

HS&B Weighted Student Non-response Rates by School Type, Cohort and "Suspended or on Probation"

School Type	Yes	No	Other/Unknown	Total
Sophomores				
Non-alternative, non-Hispanic public schools	.0640 (20894)	.0459 (105962)	.1352 (84612)	.0649 (211468)
Non-alternative, Hispanic public schools	.0702 (668)	.0519 (4201)	.1677 (5338)	.0835 (10207)
Alternative schools	.0601 (229)	.0628 (971)	.2533 (3459)	.1415 (4659)
Non-public, non-Catholic schools	.0515 (604)	.0272 (2488)	.1603 (3462)	.0525 (6554)
Non-public, Catholic schools	.0250 (453)	.0231 (4563)	.1537 (2086)	.0310 (7102)
Total	.0618 (22847)	.0439 (118185)	.1401 (98958)	.0637 (239990)
Seniors				
Non-alternative, non-Hispanic public schools	.0807 (218066)	.0461 (86406)	.1629 (76533)	.0707 (184746)
Non-alternative, Hispanic public schools	.0641 (4477)	.0622 (4027)	.2283 (3871)	.0942 (8345)
Alternative schools	.0634 (2956)	.0380 (556)	.1327 (1079)	.0704 (1930)
Non-public, non-Catholic schools	.1830 (19322)	.0601 (4398)	.2230 (4579)	.1046 (10909)
Non-public, Catholic schools	.0485 (10956)	.0355 (5405)	.0828 (2115)	.0430 (8615)
Total	.0812 (255767)	.0463 (100791)	.1630 (88178)	.0707 (214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2C-6A

HS&B Student Non-response Rates by School Type, Cohort and Cut Classes Now and Then

School Type	Yes		No		Other/Unknown		Total	
Sophomores								
Non-alternative, non-Hispanic public schools	.0628	(338)	.0371	(496)	.1089	(338)	.0536	(1172)
Non-alternative, Hispanic public schools	.0639	(58)	.0449	(80)	.1360	(74)	.0656	(212)
Alternative schools	.0736	(22)	.0404	(16)	.1279	(33)	.0745	(71)
Non-public, non-Catholic schools	.0500	(9)	.0243	(15)	.1259	(17)	.0439	(41)
Non-public, Catholic schools	.0462	(12)	.0282	(63)	.0704	(15)	.0333	(90)
Total	.0624	(439)	.0364	(670)	.1115	(477)	.0534	(1586)
Seniors								
Non-alternative, non-Hispanic public schools	.0621	(214)	.0487	(221)	.1476	(119)	.0630	(554)
Non-alternative, Hispanic public schools	.0772	(50)	.0539	(46)	.1449	(10)	.0675	(106)
Alternative schools	.0615	(8)	.0662	(9)	.1818	(4)	.0729	(21)
Non-public, non-Catholic schools	.0840	(16)	.0508	(9)	.2273	(5)	.0755	(24)
Non-public, Catholic schools	.0606	(12)	.0487	(38)	.0526	(2)	.0512	(52)
Total	.0648	(294)	.0498	(323)	.1463	(140)	.0632	(757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2C-6B

HS&B Weighted Student Non-response Rates by School Type, Cohort and Cut Classes Now and Then

School Type	Yes		No		Other/Unknown		Total	
Sophomores								
Non-alternative, non-Hispanic public schools	.0674	(53551)	.0396	(72962)	.1356	(84955)	.0649	(211468)
Non-alternative, Hispanic public schools	.0666	(2060)	.0481	(2864)	.1662	(5283)	.0835	(10207)
Alternative schools	.0807	(710)	.0460	(490)	.2564	(3459)	.1415	(4659)
Non-public, non-Catholic schools	.0410	(1157)	.0258	(1935)	.1602	(3462)	.0525	(6554)
Non-public, Catholic schools	.0545	(1300)	.0194	(3715)	.1514	(2086)	.0310	(7102)
Total	.0663	(58778)	.0376	(81966)	.1404	(99246)	.0637	(239990)
Seniors								
Non-alternative, non-Hispanic public schools	.0570	(57039)	.0449	(51392)	.1625	(76314)	.0707	(184746)
Non-alternative, Hispanic public schools	.0757	(2329)	.0507	(2061)	.2299	(3955)	.0942	(8345)
Alternative schools	.0294	(312)	.0521	(454)	.1435	(1164)	.0704	(1930)
Non-public, non-Catholic schools	.1091	(4066)	.0493	(2264)	.2170	(4579)	.1046	(10909)
Non-public, Catholic schools	.0607	(2590)	.0296	(3910)	.0834	(2115)	.0430	(8615)
Total	.0592	(66337)	.0438	(60081)	.1627	(88128)	.0707	(214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2C-7A

HS&B Student Non-response Rates by School Type, Cohort and "Interested in School"

School Type	Yes	No	Other/Unknown	Total
		Sophomores		
Non-alternative, non-Hispanic public schools	.0408 (583)	.0576 (254)	.1054 (335)	.0536 (1172)
Non-alternative, Hispanic public schools	.0502 (110)	.0553 (27)	.1356 (75)	.0656 (212)
Alternative schools	.0532 (31)	.0631 (7)	.1274 (33)	.0745 (71)
Non-public, non-Catholic schools	.0285 (19)	.0388 (5)	.1232 (17)	.0439 (41)
Non-public, Catholic schools	.0296 (60)	.0304 (14)	.0727 (16)	.0333 (90)
Total	.0406 (803)	.0549 (307)	.1095 (476)	.0534 (1586)
		Seniors		
Non-alternative, non-Hispanic public schools	.0505 (311)	.0650 (117)	.1509 (126)	.0630 (554)
Non-alternative, Hispanic public schools	.0650 (82)	.0615 (15)	.1364 (9)	.0675 (106)
Alternative schools	.0658 (15)	.0811 (3)	.1304 (3)	.0729 (21)
Non-public, non-Catholic schools	.0602 (15)	.0833 (4)	.2381 (5)	.0755 (24)
Non-public, Catholic schools	.0532 (43)	.0414 (7)	.0513 (2)	.0512 (52)
Total	.0536 (466)	.0635 (146)	.1474 (145)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2C-7B
HS&B Weighted Student Non-response Rates by School Type, Cohort and "Interested in School"

School Type	Yes	No	Other/Unknown	Total
Sophomores				
Non-alternative, non-Hispanic public schools	.0447 (89344)	.0595 (37368)	.1337 (84756)	.0649 (211468)
Non-alternative, Hispanic public schools	.0548 (4007)	.0498 (840)	.1663 (5360)	.0835 (10207)
Alternative schools	.0597 (980)	.0740 (220)	.2553 (3459)	.1415 (4659)
Non-public, non-Catholic schools	.0309 (2462)	.0284 (629)	.1506 (3462)	.0525 (6554)
Non-public, Catholic schools	.0225 (3787)	.0263 (1223)	.1426 (2091)	.0310 (7102)
Total	.0430 (100579)	.0562 (40281)	.1382 (99129)	.0637 (239990)
Seniors				
Non-alternative, non-Hispanic public schools	.0450 (70085)	.0647 (37634)	.1619 (77027)	.0707 (184746)
Non-alternative, Hispanic public schools	.0693 (3917)	.0375 (557)	.2248 (3871)	.0942 (8345)
Alternative schools	.0540 (787)	.0133 (64)	.1336 (1079)	.0704 (1930)
Non-public, non-Catholic schools	.0673 (4488)	.1080 (1841)	.2230 (4579)	.1046 (10909)
Non-public, Catholic schools	.0353 (4754)	.0434 (1746)	.0829 (2115)	.0430 (8615)
Total	.0459 (84031)	.0635 (41842)	.1621 (88671)	.0707 (214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

Table 2C-8A
HS&B Student Non-response Rates by School Type, Cohort and Educational Aspirations

School Type	< High School Diploma	High School Diploma	Vocational School <2 Years	Vocational School ≥2 Years	College <2 Years	College ≥2 Years	College Degree	Masters	Doctorate	Other/Unknown	Total
Sophomores											
Non-alternative, non-Hispanic public schools	.0585 (42)	.0444 (347)	.0518 (54)	.0401 (57)	.0479 (70)	.0403 (103)	.0373 (96)	.0495 (30)	.0452 (18)	.1081 (355)	.0536(1172)
Non-alternative, Hispanic public schools	.0348 (4)	.0443 (47)	.0559 (8)	.0332 (7)	.0427 (10)	.0552 (20)	.0683 (22)	.0825 (8)	.0337 (3)	.1381 (83)	.0656 (212)
Alternative schools	.0294 (1)	.0635 (12)	.0357 (1)	.0492 (3)	.0164 (1)	.0714 (8)	.0299 (4)	.0270 (1)	.1667 (5)	.1311 (35)	.0745 (71)
Non-public, non-Catholic schools	.0556 (1)	.0161 (2)	.0000 (0)	.0417 (1)	.0000 (0)	.0469 (6)	.0291 (9)	.0133 (1)	.0488 (2)	.1348 (19)	.0439 (41)
Non-public, Catholic schools	.0702 (4)	.0321 (19)	.0132 (1)	.0221 (4)	.0280 (7)	.0289 (13)	.0209 (13)	.0342 (5)	.0625 (6)	.0766 (18)	.0333 (90)
Total	.0552 (52)	.0437 (427)	.0489 (64)	.0379 (72)	.0427 (88)	.0416 (150)	.0364 (144)	.0468 (45)	.0520 (34)	.1126 (510)	.0534(1586)
Seniors											
Non-alternative, non-Hispanic public schools	.0313 (4)	.0652 (162)	.0807 (39)	.0656 (51)	.0541 (24)	.0437 (58)	.0388 (63)	.0496 (19)	.0361 (9)	.1401 (125)	.0630 (354)
Non-alternative, Hispanic public schools	.1250 (2)	.0611 (24)	.0550 (6)	.0872 (15)	.0873 (11)	.0662 (18)	.0576 (16)	.0241 (2)	.1316 (5)	.0833 (7)	.0675 (106)
Alternative schools	.0000 (0)	.0926 (5)	.0000 (0)	.1053 (2)	.1250 (2)	.0750 (3)	.0506 (4)	.0870 (2)	.0000 (0)	.1200 (3)	.0729 (21)
Non-public, non-Catholic schools	.0000 (0)	.0943 (5)	.0909 (1)	.0417 (1)	.0000 (0)	.0222 (1)	.0476 (5)	.0667 (2)	.1765 (3)	.2500 (6)	.0755 (24)
Non-public, Catholic schools	.0000 (0)	.0727 (8)	.1034 (3)	.0435 (3)	.0000 (0)	.0619 (13)	.0331 (12)	.0526 (5)	.0877 (5)	.0750 (3)	.0512 (52)
Total	.0377 (6)	.0660 (204)	.0757 (49)	.0679 (72)	.0589 (37)	.0491 (93)	.0408 (100)	.0489 (30)	.0588 (22)	.1352 (144)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-88
NSAS Weighted Student Non-response Rates by School Type, Cohort and Educational Aspirations

School Type	<High School Diploma	High School Diploma	Vocational School <2 Years	Vocational School ≥2 Years	College <2 Years	College ≥2 Years	College Degree	Masters	Doctorate	Other/Unknown	Total
Sophomores											
Non-alternative, non-Hispanic public schools	.0597 (6800)	.0492 (54985)	.0541 (8312)	.0459 (9105)	.0474 (9756)	.0451 (15862)	.0387 (13491)	.0479 (4193)	.0369 (3185)	.1338 (86580)	.0649 (211468)
Non-alternative, Hispanic public schools	.0316 (129)	.0497 (1774)	.0641 (292)	.0439 (330)	.0351 (270)	.0425 (742)	.0639 (684)	.0764 (233)	.0354 (110)	.1654 (5650)	.0835 (10207)
Alternative schools	.0246 (25)	.0843 (354)	.0472 (45)	.0385 (62)	.0683 (106)	.0849 (247)	.0313 (115)	.0628 (63)	.1874 (131)	.2516 (3508)	.1415 (4659)
Non-public, non-Catholic schools	.0010 (4)	.0111 (304)	.0000 (0)	.0333 (145)	.0000 (0)	.0367 (691)	.0556 (1415)	.0324 (210)	.0017 (4)	.1660 (3781)	.0525 (6554)
Non-public, Catholic schools	.0372 (178)	.0178 (1020)	.0722 (529)	.0021 (31)	.0541 (1075)	.0212 (803)	.0143 (776)	.0458 (485)	.0127 (82)	.1373 (2124)	.0310 (7102)
Total	.0556 (6336)	.0470 (58437)	.0539 (9178)	.0426 (9663)	.0458 (11207)	.0433 (18345)	.0372 (16480)	.0477 (5186)	.0510 (3513)	.1386 (101643)	.0637 (239990)
Seniors											
Non-alternative, non-Hispanic public schools	.0342 (957)	.0661 (31076)	.0795 (9823)	.0473 (8705)	.0511 (6098)	.0413 (13536)	.0298 (12678)	.0355 (3179)	.0374 (2079)	.1565 (76614)	.0707 (184746)
Non-alternative, Hispanic public schools	.0994 (119)	.0699 (1501)	.0364 (218)	.0655 (461)	.0878 (387)	.0935 (1182)	.0392 (698)	.0180 (58)	.1130 (137)	.2043 (3791)	.0942 (8345)
Alternative schools	.0000 (0)	.0371 (184)	.0000 (0)	.1317 (105)	.0857 (112)	.0394 (73)	.0441 (207)	.0629 (170)	.0000 (0)	.1245 (1079)	.0704 (1930)
Non-public, non-Catholic schools	.0000 (0)	.0875 (1547)	.2094 (570)	.0496 (570)	.0000 (0)	.0381 (570)	.0593 (1529)	.0129 (81)	.1820 (893)	.2491 (5169)	.1046 (10909)
Non-public, Catholic schools	.0000 (0)	.0390 (1286)	.0090 (39)	.0048 (67)	.0000 (0)	.0743 (2611)	.0248 (1520)	.0071 (62)	.1018 (786)	.0886 (2245)	.0430 (8615)
Total	.0335 (1076)	.0654 (35594)	.0775 (10650)	.0462 (9908)	.0481 (6598)	.0458 (17972)	.0310 (16422)	.0321 (3551)	.0553 (3894)	.1579 (88880)	.0707 (214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-9A
HS&B Student Non-Response Rates by School Type, Cohort and Expected Main Activity Year After High School

School Type	Work Full Time	Appren-ticeship	Military	Home-Maker	Trade-School	Jr. College (Academic)	College (Vocational)	College Full Time	Work Part Time	Other Plans	Other/Unknow	Total
Sophomores												
Non-alternative, non-Hispanic public schools	.0514 (306)	.0540 (32)	.0521 (38)	.0463 (13)	.0306 (35)	.0445 (51)	.0428 (41)	.0384 (253)	.0552 (32)	.0476 (60)	.1190 (311)	.0536 (1172)
Non-alternative, Hispanic public schools	.0442 (38)	.1096 (8)	.0426 (6)	.0476 (2)	.0449 (7)	.0479 (9)	.0719 (10)	.0503 (43)	.0550 (6)	.0261 (4)	.1525 (79)	.0656 (212)
Alternative schools	.0559 (10)	.0000 (0)	.1111 (3)	.1000 (1)	.0294 (1)	.0333 (1)	.0270 (1)	.0578 (19)	.0476 (1)	.0571 (2)	.1410 (32)	.0745 (71)
Non-public, non-Catholic schools	.0488 (4)	.0000 (0)	.0714 (1)	.0000 (0)	.0000 (0)	.0400 (1)	.0000 (0)	.0285 (16)	.0000 (0)	.0588 (3)	.1221 (16)	.0439 (41)
Non-public, Catholic schools	.0182 (7)	.0571 (2)	.0294 (2)	.0588 (1)	.0261 (3)	.0437 (7)	.0357 (3)	.0276 (41)	.0411 (3)	.0625 (7)	.0819 (14)	.0333 (90)
Total	.0489 (365)	.0572 (42)	.0511 (50)	.0476 (17)	.0313 (46)	.0445 (69)	.0443 (55)	.0379 (372)	.0518 (42)	.0471 (76)	.1235 (452)	.0534 (1586)
Seniors												
Non-alternative, non-Hispanic public schools	.0740 (167)	.1158 (22)	.1681 (57)	.0400 (3)	.0381 (22)	.0309 (23)	.0544 (28)	.0380 (117)	.0479 (7)	.0758 (15)	.1405 (92)	.0630 (556)
Non-alternative Hispanic public schools	.0538 (22)	.1333 (6)	.1455 (8)	.0000 (0)	.0882 (9)	.0663 (13)	.0517 (6)	.0538 (27)	.0513 (2)	.0789 (3)	.1786 (10)	.0675 (106)
Alternative schools	.0370 (2)	.1667 (1)	.0714 (1)	.2500 (1)	.0769 (1)	.0000 (0)	.0000 (0)	.0915 (13)	.0000 (0)	.0000 (0)	.10000 (2)	.0729 (21)
Non-public, non-Catholic schools	.1200 (3)	.0000 (0)	.0000 (0)	.0000 (0)	.0000 (0)	.0769 (1)	.2222 (2)	.0650 (13)	.0000 (0)	.0000 (0)	.2083 (5)	.0755 (24)
Non-public, Catholic schools	.0606 (6)	.0000 (0)	.1667 (2)	.5000 (1)	.0294 (1)	.0313 (3)	.0513 (2)	.0502 (33)	.0714 (1)	.0556 (1)	.0645 (2)	.0512 (52)
Total	.0703 (200)	.1128 (29)	.1604 (68)	.0526 (5)	.0444 (33)	.0376 (40)	.0551 (38)	.0443 (203)	.0476 (10)	.0694 (20)	.1412 (111)	.0652 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-98

HS&B Student Weighted Non-Response Rates by School Type, Cohort and Expected Main Activity Year After High School

School Type	Work Full Time	Apprenticeship	Military	Homemaker	Trade-School	Jr. College (Academic)	College (Vocational)	College Full Time	Work Part Time	Other Plans	Other/Unknown	Total
Sophomores												
Non-alternative, non-Hispanic public schools	.0567 (47941)	.0521 (4422)	.0617 (6335)	.0389 (1632)	.0286 (4566)	.0462 (7544)	.0510 (7238)	.0404 (36443)	.0645 (5384)	.0534 (9749)	.1438 (80215)	.0649 (211468)
Non-alternative, Hispanic public schools	.0489 (1411)	.1191 ((204)	.0456 (220)	.0392 (54)	.0568 (287)	.0387 (252)	.0792 (360)	.0538 (1536)	.0684 (259)	.0213 (107)	.1735 (5418)	.0835 (10207)
Alternative schools	.0550 (291)	.0000 (0)	.1960 (172)	.0986 (31)	.0210 (21)	.0307 (33)	.0400 (43)	.0686 (553)	.0390 (25)	.0775 (61)	.2660 (3410)	.1415 (4659)
Non-public, non-Catholic schools	.0438 (767)	.0000 (0)	.0012 (3)	.0000 (0)	.0000 (0)	.0289 (157)	.0000 (0)	.0405 (2718)	.0000 (0)	.0407 (370)	.1454 (2937)	.0525 (6554)
Non-public, Catholic schools	.0312 (1177)	.0632 (243)	.0027 (14)	.0023 (4)	.0144 (136)	.0158 (189)	.0240 (170)	.0204 (2483)	.0531 (385)	.0230 (225)	.1535 (2026)	.0310 (7102)
Total	.0552 (51587)	.0529 (4969)	.0581 (6744)	.0366 (1721)	.0280 (5010)	.0434 (8175)	.0492 (7811)	.0388 (43351)	.0628 (6053)	.0508 (10517)	.1480 (96056)	.0637 (239990)
Seniors												
Non-alternative, non-Hispanic public schools	.0684 (44643)	.1077 (6157)	.1653 (12778)	.0514 (764)	.0353 (4836)	.0269 (5230)	.0482 (6183)	.0319 (24506)	.0469 (1721)	.0670 (4199)	.1591 (71938)	.0707 (134746)
Non-alternative Hispanic public schools	.0566 (1306)	.1209 (184)	.1790 (3-0)	.0000 (0)	.0695 (320)	.0576 (5210)	.0306 (136)	.0618 (1389)	.0554 (71)	.0344 (102)	.2348 (3976)	.0942 (8345)
Alternative schools	.0317 (112)	.0531 (14)	.2088 (145)	.0398 (27)	.0354 (40)	.0000 (0)	.0000 (0)	.0686 (658)	.0000 (0)	.0000 (0)	.1195 (935)	.0704 (1930)
Non-public, non-Catholic schools	.0921 (924)	.0000 (0)	.0000 (0)	.0000 (0)	.0000 (0)	.1095 (570)	.2611 (695)	.0762 (3828)	.0000 (0)	.0000 (0)	.2182 (4893)	.1046 (10909)
Non-public, Catholic schools	.0308 (1031)	.0000 (0)	.1355 (179)	.3156 (42)	.0023 (13)	.0616 (860)	.0825 (672)	.0340 (3587)	.0046 (12)	.0270 (105)	.0984 (2115)	.0630 (8615)
Total	.0665 (49806)	.0987 (6356)	.1633 (13442)	.0319 (833)	.0339 (5210)	.0321 (7181)	.0532 (7686)	.0356 (33968)	.0432 (1803)	.0585 (4405)	.1612 (83857)	.0707 (214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-10A

HS&B Student Non-Response Rates by School Type, Cohort and Plan to Go to College

School Type	Next Year	In 2 Years	> 2 Years	No	Don't Know	Other/Unknown	Total
Sophomores							
Non-alternative, non-Hispanic public schools	.0376 (309)	.0523 (118)	.0444 (19)	.0544 (149)	.0442 (165)	.0915 (412)	.0536 (1172)
Non-alternative, Hispanic public schools	.0578 (70)	.0354 (13)	.0112 (1)	.0769 (17)	.0368 (22)	.1190 (89)	.0656 (212)
Alternative schools	.0608 (22)	.0390 (3)	.1250 (2)	.0526 (3)	.0515 (7)	.1115 (34)	.0745 (71)
Non-public, non-Catholic schools	.0248 (15)	.0635 (4)	.0000 (0)	.0000 (0)	.0294 (2)	.1258 (20)	.0439 (41)
Non-public, Catholic schools	.0273 (46)	.0311 (7)	.1111 (3)	.0189 (2)	.0332 (9)	.0590 (23)	.0333 (90)
Total	.0382 (462)	.0485 (145)	.0440 (25)	.0543 (171)	.0427 (205)	.0947 (578)	.0534 (1586)
Seniors							
Non-alternative, non-Hispanic public schools	.0374((164)	.0564 (29)	.1115 (30)	.0774 (105)	.0817 (67)	.1102 (159)	.0630 (554)
Non-alternative Hispanic public schools	.0582 (51)	.0614 (7)	.0600 (3)	.0952 (18)	.0599 (10)	.0977 (17)	.0675 (106)
Alternative schools	.0618 (11)	.2727 (3)	.0000 (0)	.0000 (0)	.0588 (1)	.1224 (6)	.0729 (21)
Non-public, non-Catholic schools	.0569 (12)	.1875 (3)	.3333 (1)	.0417 (1)	.1000 (2)	.1136 (5)	.0755 (24)
Non-public, Catholic schools	.0427 (33)	.2059 (7)	.0625 (1)	.0500 (2)	.0227 (1)	.0734 (8)	.0517 (52)
Total	.0422 (271)	.0711 (49)	.1000 (35)	.0773 (126)	.0758 (81)	.1072 (195)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-10B

HS&B Weighted Student Non-Response Rates by School Type, Cohort and Plan to Go to College

School Type	Next Year	In 2 Years	> 2 Years	No	Don't Know	Other/Unknown	Total
Sophomores							
Non-alternative, non-Hispanic public schools	.0397 (44963)	.0570 (18998)	.0458 (2824)	.0564 (21819)	.0513 (27666)	.1173 (95199)	.0649 (211468)
Non-alternative, Hispanic public schools	.0585 (2357)	.0413 (486)	.0140 (45)	.0851 (674)	.0392 (769)	.1488 (5876)	.0835 (10207)
Alternative schools	.0671 (623)	.0529 (107)	.2377 (148)	.0512 (95)	.0491 (208)	.2332 (3479)	.1415 (4659)
Non-public, non-Catholic schools	.0258 (1635)	.0404 (480)	.0000 (0)	.0000 (0)	.0246 (355)	.1603 (4084)	.0525 (6554)
Non-public, Catholic schools	.0163 (2314)	.0386 (801)	.0178 (30)	.0430 (545)	.0265 (677)	.1036 (2734)	.0310 (7102)
Total	.0374 (51892)	.0550 (20871)	.0438 (3046)	.0555 (23134)	.0492 (29674)	.1214 (111372)	.0637 (239990)
Seniors							
Non-alternative, non-Hispanic public schools	.0333 (37960)	.0606 (8957)	.1013 (7130)	.0766 (32426)	.0662 (14770)	.1371 (83503)	.0707 (184746)
Non-alternative Hispanic public schools	.0440 (1691)	.0398 (209)	.0577 (134)	.1165 (1755)	.0542 (362)	.2005 (4195)	.0942 (8345)
Alternative schools	.0427 (552)	.2690 (140)	.0000 (0)	.0000 (0)	.0348 (27)	.1189 (1212)	.0704 (1930)
Non-public, non-Catholic schools	.0677 (3646)	.2609 (1709)	.0989 (125)	.0819 (570)	.0507 (280)	.1516 (4579)	.1046 (10909)
Non-public, Catholic schools	.0298 (3778)	.1450 (941)	.0475 (95)	.0113 (148)	.0013 (16)	.0908 (3637)	.0430 (8615)
Total	.0347 (47626)	.0718 (11956)	.0972 (7484)	.0758 (34899)	.0623 (15454)	.1367 (97127)	.0707 (214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-11A
HS&B Student Non-response Rates by School Type, Cohort and Age

School type	15	16	17	18	19	20	21	22	≥ 23	Other/Unknown	Total
Sophomores											
Non-alternative, non-Hispanic public schools	.1071 (3)	.0580 (4)	.0370 (347)	.0467 (376)	.0782 (68)	.1091 (12)	.0000 (0)	.2500 (1)	.1333 (2)	.1082 (359)	.0536 (1172)
Non-alternative, Hispanic public schools	.0000 (0)	.0000 (0)	.0494 (58)	.0413 (49)	.0948 (20)	.0857 (3)	.0000 (0)	.0000 (0)	.3333 (4)	.1331 (78)	.0656 (212)
Alternative schools	--- ---	.0000 (0)	.0300 (9)	.0772 (21)	.0842 (8)	.0667 (1)	.1250 (1)	.2000 (1)	.0000 (0)	.1261 (30)	.0745 (71)
Non-public, non-Catholic schools	--- ---	.0909 (1)	.0258 (12)	.0301 (9)	.0370 (1)	.000 (0)	--- ---	--- ---	--- ---	.1385 (18)	.0439 (41)
Non-public, Catholic schools	--- ---	.0476 (1)	.0259 (40)	.0318 (27)	.0962 (5)	.3333 (1)	--- ---	--- ---	.0000 (0)	.0681 (16)	.0333 (90)
Total	.0968 (3)	.0451 (6)	.0362 (466)	.0452 (482)	.0813 (102)	.1037 (17)	.0345 (1)	.1538 (2)	.1714 (6)	.1111 (501)	.0534 (1586)
Seniors											
Non-Alternative, non-Hispanic public schools	--- ---	--- ---	.0667 (1)	.0492 (3)	.0421 (173)	.0677 (223)	.0838 (29)	.0909 (4)	.1071 (3)	.1320 (118)	.0630 (554)
Non-alternative, Hispanic public schools	--- ---	--- ---	.0000 (0)	.0400 (1)	.0599 (40)	.0671 (45)	.0654 (7)	.2222 (4)	.0000 (0)	.1184 (9)	.0675 (106)
Alternative schools	--- ---	--- ---	.0000 (0)	.0000 (0)	.0833 (10)	.0659 (6)	.0000 (0)	.0000 (0)	.0909 (1)	.1481 (4)	.0729 (21)
Non-public, non-Catholic schools	--- ---	--- ---	--- ---	.1429 (1)	.0452 (7)	.0794 (10)	.0000 (0)	--- ---	.0000 (1)	.2174 (5)	.0755 (24)
Non-public, Catholic schools	--- ---	--- ---	.0000 (0)	.0000 (0)	.0497 (29)	.0506 (18)	.0909 (1)	.0000 (0)	.0000 (0)	.0851 (4)	.0512 (52)
Total	--- ---	--- ---	.0526 (1)	.0420 (5)	.0459 (259)	.0666 (302)	.0754 (37)	.1159 (8)	.1042 (5)	.1312 (140)	.0632 (757)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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Table 2C-11B

HS&B Weighted Student Non-response Rates by School Type, Cohort and Age

School type	15		16		17		18		19		20		21		22		≥ 23		Other/Unknown		Total	
Sophomores																						
Non-alternative, non-Hispanic public schools	.1329	(560)	.0534	(562)	.0391	(51070)	.0514	(58816)	.0910	(11967)	.1040	(1623)	.0000	(0)	.2426	(116)	.1781	(367)	.1332	(86389)	.0649	(211468)
Non-alternative, Hispanic public schools	.0000	(0)	.0000	(0)	.0506	(1930)	.0403	(1613)	.1200	(932)	.1215	(154)	.0000	(0)	.0000	(0)	.4260	(131)	.1614	(5446)	.0835	(10207)
Alternative schools	---	---	.0000	(0)	.0309	(236)	.0848	(674)	.0933	(287)	.1078	(45)	.2248	(45)	.0989	(22)	.0000	(0)	.2595	(3351)	.1415	(4659)
Non-public, non-Catholic schools	---	---	.1428	(157)	.0172	(1009)	.0358	(1397)	.0007	(4)	.0000	(0)	---	---	---	---	---	---	.1931	(3987)	.0525	(6554)
Non-public, Catholic schools	---	---	.0068	(5)	.0202	(2719)	.0291	(2181)	.0213	(70)	.2248	(4)	---	---	---	---	.0000	(0)	.1378	(2122)	.0310	(7102)
Total	.1286	(560)	.0543	(725)	.0369	(56964)	.0495	(64681)	.0878	(13258)	.1046	(1826)	.0157	(45)	.1698	(137)	.1934	(499)	.1385	(101295)	.0637	(239990)
Seniors																						
Non-Alternative, non-Hispanic public schools	---	---	---	---	.0277	(102)	.0678	(871)	.0389	(44095)	.0623	(55624)	.0859	(6101)	.0496	(353)	.2947	(1317)	.1559	(76284)	.0707	(184746)
Non-alternative, Hispanic public schools	---	---	---	---	.0000	(0)	.0495	(39)	.0549	(1893)	.0712	(2154)	.0498	(242)	.2103	(145)	.0000	(0)	.2229	(3871)	.0942	(8345)
Alternative schools	---	---	---	---	.0000	(0)	.0000	(0)	.0602	(510)	.0419	(275)	.0000	(0)	.0000	(0)	.0387	(40)	.1185	(1106)	.0704	(1930)
Non-public, non-Catholic schools	---	---	---	---	---	---	.0870	(182)	.0635	(2483)	.0881	(3540)	.0000	(0)	----	----	.0000	(125)	.2162	(4579)	.1046	(10909)
Non-public, Catholic schools	---	---	---	---	.0000	(0)	.0060	(0)	.0256	(2568)	.0522	(3682)	.0563	(105)	.0000	(0)	.0000	(0)	.0887	(2261)	.0430	(8615)
Total	---	---	---	---	.0262	(102)	.0596	(1092)	.0392	(51549)	.0627	(65275)	.0807	(6447)	.0601	(499)	.2510	(1482)	.1556	(88101)	.0707	(214545)

Note: Proportions represent the non-response rate within school type. The frequencies (in parenthesis) are the number of non-responding students within school type.

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APPENDIX 3

ESTIMATES OF PROPORTIONS, STANDARD ERRORS, AND DESIGN EFFECTS

Senior Cohort

Note: Design effects and root design effects which round to 0.00 were not used in calculating means. The number of such design effects is given in the last line of each table.

SENIOR COHORT
DOMAIN: ALL STUDENTS
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.260	0.006	2.0641	1.4367
PROP. ABLE TO FINISH COLLEGE	0.867	0.005	2.3550	1.5346
PROP. PLANNING TO FINISH COLLEGE	0.486	0.011	4.6123	2.1476
PROP. SATISFIED WITH LESS THAN COLLEGE	0.629	0.011	5.2913	2.3003
PROP. WHOSE MOTHER FINISHED COLLEGE	0.142	0.009	7.1608	2.6760
PROP. WHOSE FATHER FINISHED COLLEGE	0.227	0.010	5.9182	2.4327
PROP. MARRIED	0.107	0.006	3.9626	1.9906
PROP. EXPECTING CHILD BY 25	0.469	0.010	4.1022	2.0254
PROP. STARTED FIRST JOB	0.420	0.009	3.4827	1.8662
PROP. EXPECTING OWN PLACE BY 24	0.916	0.004	2.2032	1.4843
PROP. COMPLETED FULL TIME EDUC.	0.136	0.006	3.1815	1.7837
PROP. WITH HANDICAP	0.070	0.003	1.4873	1.2196
PROP. "SUCCESS VERY IMPORTANT"	0.629	0.005	1.6900	1.3746
PROP. "MONEY NOT IMPORTANT"	0.147	0.004	1.3620	1.1671
PROP. "COMMUNITY LEADERSHIP IMP"	0.465	0.007	2.0636	1.4435
PROP. "INEQUALITY IMPORTANT"	0.670	0.007	2.3450	1.5313
PROP. "LEISURE NOT IMPORTANT"	0.013	0.001	0.8024	0.8957
PROP. "GOOD LUCK MORE IMPORTANT"	0.100	0.004	1.8015	1.3422
PROP. "SOMEONE PREVENTS SUCCESS"	0.216	0.006	2.1107	1.4528
PROP. "PLANS NEVER WORK OUT"	0.143	0.005	2.0564	1.4347
PROP. WITH NOT MUCH TO BE PROUD OF	0.087	0.004	2.0851	1.4440
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.778	0.007	3.1672	1.7797
PROP. EXPECTING NO KIDS	0.098	0.004	1.8800	1.3711
PROP. WITH SIBLINGS IN COLLEGE	0.372	0.007	2.2442	1.4981
PROP. WITH 2 OR MORE SIBS IN H.S.	0.099	0.003	1.0788	1.0387
PROP. HARD OF HEARING	0.012	0.001	0.8896	0.9432
PROP. "PEOPLE GOOF AT WORK"	0.182	0.006	1.9060	1.3806
PROP. WHO PREFER WORK TO SCHOOL	0.513	0.008	2.0107	1.4180
PROP. "JOB ENCOURAGES GOOD HABITS"	0.858	0.005	1.8036	1.3430
PROP. WITH POSITIVE ATTITUDE TO SELF	0.949	0.003	1.9226	1.3866
MEAN			2.6421	1.5714
STANDARD DEVIATION			1.4993	0.4227
MEDIAN			2.0843	1.4437
MINIMUM			0.8024	0.8957
MAXIMUM			7.1608	2.6760
RANGE			6.3584	1.7803

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: ALL STUDENTS
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.269	0.005	1.3898	1.1789
PROP. ABLE TO FINISH COLLEGE	0.803	0.005	1.7442	1.3207
PROP. PLANNING TO FINISH COLLEGE	0.457	0.009	3.6460	1.9094
PROP. SATISFIED WITH LESS THAN COLLEGE	0.713	0.009	4.3291	2.0807
PROP. WHOSE MOTHER FINISHED COLLEGE	0.148	0.008	4.9147	2.2169
PROP. WHOSE FATHER FINISHED COLLEGE	0.245	0.011	5.4605	2.3366
PROP. MARRIED	0.010	0.002	4.2996	2.0735
PROP. EXPECTING CHILD BY 25	0.523	0.010	4.1513	2.0375
PROP. STARTED FIRST JOB	0.170	0.005	1.8679	1.3667
PROP. EXPECTING OWN PLACE BY 24	0.913	0.004	2.1250	1.4570
PROP. COMPLETED FULL TIME EDUC.	0.013	0.001	0.8443	0.9189
PROP. WITH HANDICAP	0.054	0.003	1.9320	1.3900
PROP. "SUCCESS VERY IMPORTANT"	0.880	0.004	1.6952	1.3020
PROP. "MONEY NOT IMPORTANT"	0.116	0.005	2.7098	1.6462
PROP. "COMMUNITY LEADERSHIP IMP"	0.510	0.008	2.8150	1.6778
PROP. "INEQUALITY IMPORTANT"	0.610	0.008	2.9694	1.7232
PROP. "LEISURE NOT IMPORTANT"	0.021	0.002	2.1837	1.4777
PROP. "GOOD LUCK MORE IMPORTANT"	0.121	0.004	1.5729	1.2541
PROP. "SOMEONE PREVENTS SUCCESS"	0.236	0.007	2.7630	1.6622
PROP. "PLANS NEVER WORK OUT"	0.188	0.006	2.4337	1.5600
PROP. WITH NOT MUCH TO BE PROUD OF	0.116	0.005	2.5633	1.6010
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.848	0.006	3.1502	1.7749
PROP. EXPECTING NO KIDS	0.098	0.005	3.0374	1.7428
PROP. WITH SIBLINGS IN COLLEGE	0.314	0.007	2.4426	1.5629
PROP. WITH 2 OR MORE SIBS IN H.S.	0.141	0.005	2.2215	1.4905
PROP. HARD OF HEARING	0.018	0.002	2.4043	1.5506
PROP. "PEOPLE GOOF AT WORK"	0.169	0.005	1.6065	1.2909
PROP. WHO PREFER WORK TO SCHOOL	0.515	0.007	1.8496	1.3600
PROP. "JOB ENCOURAGES GOOD HABITS"	0.787	0.006	2.1037	1.4504
PROP. WITH POSITIVE ATTITUDE TO SELF	0.908	0.006	4.5640	2.1364
MEAN			2.7283	1.6183
STANDARD DEVIATION			1.1364	0.3361
MEDIAN			2.4381	1.5614
MINIMUM			0.8443	0.9189
MAXIMUM			5.4605	2.3366
RANGE			4.6162	1.4179

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: ALL STUDENTS
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	-0.010	0.006	1.3948	1.1810
PROP. ABLE TO FINISH COLLEGE	0.066	0.006	2.3539	1.5343
PROP. PLANNING TO FINISH COLLEGE	-0.005	0.006	1.9964	1.4136
PROP. SATISFIED WITH LESS THAN COLLEGE	-0.079	0.006	1.7202	1.3116
PROP. WHOSE MOTHER FINISHED COLLEGE	-0.001	0.004	2.9878	1.7285
PROP. WHOSE FATHER FINISHED COLLEGE	0.002	0.004	2.8944	1.7013
PROP. MARRIED	0.095	0.005	2.6759	1.6358
PROP. EXPECTING CHILD BY 25	-0.032	0.007	1.4333	1.1972
PROP. STARTED FIRST JOB	0.247	0.008	1.9769	1.4060
PROP. EXPECTING OWN PLACE BY 24	0.003	0.006	2.6899	1.6401
PROP. COMPLETED FULL TIME EDUC.	0.116	0.005	1.9492	1.3961
PROP. WITH HANDICAP	0.015	0.005	2.4347	1.5604
PROP. "SUCCESS VERY IMPORTANT"	-0.047	0.007	2.6132	1.6165
PROP. "MONEY NOT IMPORTANT"	0.030	0.008	4.1780	2.0440
PROP. "COMMUNITY LEADERSHIP IMP"	-0.040	0.008	2.1547	1.4679
PROP. "INEQUALITY IMPORTANT"	0.062	0.010	2.9150	1.7073
PROP. "LEISURE NOT IMPORTANT"	-0.009	0.002	1.4078	1.1865
PROP. "GOOD LUCK MORE IMPORTANT"	-0.022	0.005	1.5875	1.2600
PROP. "SOMEONE PREVENTS SUCCESS"	-0.026	0.008	2.3164	1.5220
PROP. "PLANS NEVER WORK OUT"	-0.047	0.006	1.5780	1.2562
PROP. WITH NOT MUCH TO BE PROUD OF	-0.029	0.005	1.5198	1.2328
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	-0.071	0.007	2.2073	1.4857
PROP. EXPECTING NO KIDS	-0.004	0.005	1.9783	1.4065
PROP. WITH SIBLINGS IN COLLEGE	0.067	0.010	3.3228	1.8229
PROP. WITH 2 OR MORE SIBS IN H.S.	-0.043	0.005	1.8439	1.3579
PROP. HARD OF HEARING	-0.006	0.002	2.0603	1.4354
PROP. "PEOPLE GOOF AT WORK"	0.015	0.008	1.6933	1.3013
PROP. WHO PREFER WORK TO SCHOOL	-0.010	0.010	1.6529	1.2856
PROP. "JOB ENCOURAGES GOOD HABITS"	0.060	0.008	1.8922	1.3756
PROP. WITH POSITIVE ATTITUDE TO SELF	0.043	0.005	2.4148	1.5540
MEAN			2.1948	1.4675
STANDARD DEVIATION			0.6401	0.2070
MEDIAN			2.0293	1.4245
MINIMUM			1.3948	1.1810
MAXIMUM			4.1780	2.0440
RANGE			2.7832	0.8630

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: RACE WHITE AND OTHER
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.265	0.008	1.8607	1.3641
PROP. ABLE TO FINISH COLLEGE	0.679	0.006	1.8999	1.3784
PROP. PLANNING TO FINISH COLLEGE	0.500	0.012	2.8282	1.6817
PROP. SATISFIED WITH LESS THAN COLLEGE	0.621	0.012	3.2102	1.7917
PROP. WHOSE MOTHER FINISHED COLLEGE	0.154	0.011	5.2007	2.2805
PROP. WHOSE FATHER FINISHED COLLEGE	0.255	0.012	4.2145	2.0529
PROP. MARRIED	0.112	0.006	1.9621	1.4007
PROP. EXPECTING CHILD BY 25	0.469	0.012	3.0659	1.7510
PROP. STARTED FIRST JOB	0.427	0.011	2.6954	1.6418
PROP. EXPECTING OWN PLACE BY 24	0.927	0.005	2.0174	1.4204
PROP. COMPLETED FULL TIME EDUC.	0.140	0.006	1.6039	1.2665
PROP. WITH HANDICAP	0.065	0.004	1.4555	1.2064
PROP. "SUCCESS VERY IMPORTANT"	0.818	0.006	1.3442	1.1594
PROP. "MONEY NOT IMPORTANT"	0.155	0.005	1.0563	1.0277
PROP. "COMMUNITY LEADERSHIP IMP"	0.447	0.008	1.4230	1.1929
PROP. "INEQUALITY IMPORTANT"	0.646	0.009	1.9502	1.3965
PROP. "LEISURE NOT IMPORTANT"	0.010	0.001	0.5480	0.7403
PROP. "GOOD LUCK MORE IMPORTANT"	0.082	0.004	1.1308	1.0634
PROP. "SOMEONE PREVENTS SUCCESS"	0.191	0.008	2.1363	1.4616
PROP. "PLANS NEVER WORK OUT"	0.120	0.005	1.2521	1.1190
PROP. WITH NOT MUCH TO BE PROUD OF	0.076	0.004	1.2292	1.1087
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.758	0.008	1.9976	1.4134
PROP. EXPECTING NO KIDS	0.100	0.005	1.5034	1.2261
PROP. WITH SIBLINGS IN COLLEGE	0.373	0.007	1.1659	1.0798
PROP. WITH 2 OR MORE SIBS IN H.S.	0.090	0.004	1.0889	1.0435
PROP. HARD OF HEARING	0.012	0.002	1.8952	1.3767
PROP. "PEOPLE GOOF AT WORK"	0.187	0.007	1.4067	1.1860
PROP. WHO PREFER WORK TO SCHOOL	0.527	0.009	1.4107	1.1877
PROP. "JOB ENCOURAGES GOOD HABITS"	0.850	0.006	1.3486	1.1613
PROP. WITH POSITIVE ATTITUDE TO SELF	0.946	0.004	1.7114	1.3082
MEAN			1.9205	1.3496
STANDARD DEVIATION			0.9807	0.3200
MEDIAN			1.6576	1.2873
MINIMUM			0.5480	0.7403
MAXIMUM			5.2007	2.2805
RANGE			4.6527	1.5402

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: RACE WHITE AND OTHER
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.272	0.007	1.3565	1.1647
PROP. ABLE TO FINISH COLLEGE	0.815	0.006	1.3322	1.1542
PROP. PLANNING TO FINISH COLLEGE	0.467	0.011	2.7062	1.6450
PROP. SATISFIED WITH LESS THAN COLLEGE	0.709	0.011	3.2576	1.8049
PROP. WHOSE MOTHER FINISHED COLLEGE	0.159	0.009	3.0791	1.7547
PROP. WHOSE FATHER FINISHED COLLEGE	0.268	0.012	3.4262	1.8510
PROP. MARRIED	0.010	0.002	2.2313	1.4938
PROP. EXPECTING CHILD BY 25	0.515	0.012	3.0577	1.7486
PROP. STARTED FIRST JOB	0.175	0.006	1.3445	1.1595
PROP. EXPECTING OWN PLACE BY 24	0.922	0.004	1.2136	1.1016
PROP. COMPLETED FULL TIME EDUC.	0.010	0.002	2.2734	1.5078
PROP. WITH HANDICAP	0.048	0.004	1.9444	1.3944
PROP. "SUCCESS VERY IMPORTANT"	0.877	0.005	1.3001	1.1402
PROP. "MONEY NOT IMPORTANT"	0.124	0.006	1.8623	1.3647
PROP. "COMMUNITY LEADERSHIP IMP"	0.493	0.010	2.2300	1.4933
PROP. "INEQUALITY IMPORTANT"	0.582	0.010	2.2986	1.5161
PROP. "LEISURE NOT IMPORTANT"	0.016	0.002	1.3921	1.1799
PROP. "GOOD LUCK MORE IMPORTANT"	0.097	0.004	0.9754	0.9876
PROP. "SOMEONE PREVENTS SUCCESS"	0.216	0.008	1.9588	1.3996
PROP. "PLANS NEVER WORK OUT"	0.167	0.007	1.8715	1.3680
PROP. WITH NOT MUCH TO BE PROUD OF	0.104	0.006	2.0719	1.4394
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.838	0.007	2.0365	1.4271
PROP. EXPECTING NO KIDS	0.101	0.005	1.5041	1.2264
PROP. WITH SIBLINGS IN COLLEGE	0.311	0.008	1.6455	1.2828
PROP. WITH 2 OR MORE SIBS IN H.S.	0.129	0.006	1.7651	1.3286
PROP. HARD OF HEARING	0.018	0.003	2.6961	1.6420
PROP. "PEOPLE GOOF AT WORK"	0.170	0.006	1.2755	1.1294
PROP. WHO PREFER WORK TO SCHOOL	0.532	0.009	1.6382	1.2799
PROP. "JOB ENCOURAGES GOOD HABITS"	0.780	0.007	1.4556	1.2065
PROP. WITH POSITIVE ATTITUDE TO SELF	0.903	0.006	2.2001	1.4833
MEAN			1.9800	1.3892
STANDARD DEVIATION			0.6545	0.2279
MEDIAN			1.9079	1.3812
MINIMUM			0.9754	0.9876
MAXIMUM			3.4262	1.8510
RANGE			2.4508	0.8634

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: RACE WHITE AND OTHER
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	-0.009	0.008	1.2738	1.1286
PROP. ABLE TO FINISH COLLEGE	0.066	0.007	1.7722	1.3313
PROP. PLANNING TO FINISH COLLEGE	-0.001	0.008	1.9301	1.3893
PROP. SATISFIED WITH LESS THAN COLLEGE	-0.081	0.007	1.2661	1.1252
PROP. WHOSE MOTHER FINISHED COLLEGE	-0.001	0.005	2.5261	1.5894
PROP. WHOSE FATHER FINISHED COLLEGE	0.003	0.004	1.7279	1.3145
PROP. MARRIED	0.099	0.006	1.9239	1.3870
PROP. EXPECTING CHILD BY 25	-0.041	0.009	1.2335	1.1106
PROP. STARTED FIRST JOB	0.247	0.010	1.6204	1.2730
PROP. EXPECTING OWN PLACE BY 24	0.003	0.007	2.0964	1.4479
PROP. COMPLETED FULL TIME EDUC.	0.124	0.006	1.4569	1.2070
PROP. WITH HANDICAP	0.015	0.006	1.9799	1.4071
PROP. "SUCCESS VERY IMPORTANT"	-0.053	0.008	1.6951	1.3019
PROP. "MONEY NOT IMPORTANT"	0.031	0.009	2.6251	1.6202
PROP. "COMMUNITY LEADERSHIP IMP"	-0.041	0.009	1.4380	1.1992
PROP. "INEQUALITY IMPORTANT"	0.065	0.011	1.7520	1.3236
PROP. "LEISURE NOT IMPORTANT"	-0.007	0.003	2.0524	1.4326
PROP. "GOOD LUCK MORE IMPORTANT"	-0.017	0.006	1.3466	1.1604
PROP. "SOMEONE PREVENTS SUCCESS"	-0.027	0.009	1.6074	1.2678
PROP. "PLANS NEVER WORK OUT"	-0.045	0.007	1.2077	1.0990
PROP. WITH NOT MUCH TO BE PROUD OF	-0.027	0.006	1.2219	1.1054
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	-0.082	0.008	1.3840	1.1764
PROP. EXPECTING NO KIDS	-0.007	0.006	1.4610	1.2087
PROP. WITH SIBLINGS IN COLLEGE	0.073	0.011	2.1178	1.4553
PROP. WITH 2 OR MORE SIBS IN H.S.	-0.041	0.006	1.4496	1.2040
PROP. HARD OF HEARING	-0.006	0.003	2.3974	1.5483
PROP. "PEOPLE GOOF AT WORK"	0.019	0.009	1.2317	1.1098
PROP. WHO PREFER WORK TO SCHOOL	-0.014	0.012	1.3795	1.1745
PROP. "JOB ENCOURAGES GOOD HABITS"	0.060	0.009	1.3052	1.1425
PROP. WITH POSITIVE ATTITUDE TO SELF	0.046	0.006	1.7115	1.3082
MEAN			1.6730	1.2850
STANDARD DEVIATION			0.4014	0.1506
MEDIAN			1.6139	1.2704
MINIMUM			1.2077	1.0990
MAXIMUM			2.6251	1.6202
RANGE			1.4174	0.5212

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: RACE BLACK
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.263	0.012	1.9788	1.4067
PROP. ABLE TO FINISH COLLEGE	0.860	0.012	3.1346	1.7705
PROP. PLANNING TO FINISH COLLEGE	0.488	0.018	2.9968	1.7311
PROP. SATISFIED WITH LESS THAN COLLEGE	0.615	0.017	3.0349	1.7421
PROP. WHOSE MOTHER FINISHED COLLEGE	0.112	0.011	3.1224	1.7670
PROP. WHOSE FATHER FINISHED COLLEGE	0.100	0.010	2.5590	1.5997
PROP. MARRIED	0.061	0.008	2.8136	1.6774
PROP. EXPECTING CHILD BY 25	0.595	0.016	2.6118	1.6161
PROP. STARTED FIRST JOB	0.360	0.015	2.4457	1.5639
PROP. EXPECTING OWN PLACE BY 24	0.663	0.011	2.6024	1.6132
PROP. COMPLETED FULL TIME EDUC.	0.091	0.010	3.0370	1.7427
PROP. WITH HANDICAP	0.093	0.009	2.4580	1.5678
PROP. "SUCCESS VERY IMPORTANT"	0.891	0.010	2.6398	1.6247
PROP. "MONEY NOT IMPORTANT"	0.113	0.012	3.6654	1.9145
PROP. "COMMUNITY LEADERSHIP IMP"	0.566	0.013	1.7285	1.3147
PROP. "INEQUALITY IMPORTANT"	0.801	0.013	2.6640	1.6322
PROP. "LEISURE NOT IMPORTANT"	0.028	0.006	3.3144	1.8205
PROP. "GOOD LUCK MORE IMPORTANT"	0.200	0.017	4.3282	2.0804
PROP. "SOMEONE PREVENTS SUCCESS"	0.344	0.017	3.0299	1.7407
PROP. "PLANS NEVER WORK OUT"	0.252	0.013	2.1218	1.4566
PROP. WITH NOT MUCH TO BE PROUD OF	0.126	0.010	2.2351	1.4950
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.881	0.010	2.5805	1.6064
PROP. EXPECTING NO KIDS	0.101	0.008	1.7460	1.3213
PROP. WITH SIBLINGS IN COLLEGE	0.398	0.017	3.0795	1.7548
PROP. WITH 2 OR MORE SIBS IN H.S.	0.148	0.008	1.2972	1.1390
PROP. HARD OF HEARING	0.012	0.005	5.4830	2.3416
PROP. "PEOPLE GOOF AT WORK"	0.167	0.011	1.8560	1.2066
PROP. WHO PREFER WORK TO SCHOOL	0.391	0.016	1.8010	1.3420
PROP. "JOB ENCOURAGES GOOD HABITS"	0.878	0.011	2.1804	1.4766
PROP. WITH POSITIVE ATTITUDE TO SELF	0.963	0.008	4.4633	2.1127
MEAN			2.7536	1.6393
STANDARD DEVIATION			0.8978	0.2620
MEDIAN			2.6258	1.6204
MINIMUM			1.2972	1.1390
MAXIMUM			5.4830	2.3416
RANGE			4.1858	1.2026

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: RACE BLACK
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.280	0.009	1.0953	1.0466
PROP. ABLE TO FINISH COLLEGE	0.811	0.011	2.1128	1.4535
PROP. PLANNING TO FINISH COLLEGE	0.493	0.013	1.8850	1.3730
PROP. SATISFIED WITH LESS THAN COLLEGE	0.671	0.013	2.0243	1.4228
PROP. WHOSE MOTHER FINISHED COLLEGE	0.120	0.009	1.7331	1.3165
PROP. WHOSE FATHER FINISHED COLLEGE	0.138	0.011	1.6504	1.2847
PROP. MARRIED	0.006	0.002	1.6244	1.2745
PROP. EXPECTING CHILD BY 25	0.549	0.014	1.9576	1.3991
PROP. STARTED FIRST JOB	0.138	0.008	1.3576	1.1652
PROP. EXPECTING OWN PLACE BY 24	0.856	0.006	0.7360	0.8579
PROP. COMPLETED FULL TIME EDUC.	0.019	0.003	1.1990	1.0950
PROP. WITH HANDICAP	0.076	0.006	1.3867	1.1776
PROP. "SUCCESS VERY IMPORTANT"	0.909	0.007	1.6319	1.2774
PROP. "MONEY NOT IMPORTANT"	0.075	0.006	1.4101	1.1875
PROP. "COMMUNITY LEADERSHIP IMP"	0.595	0.012	1.5957	1.2632
PROP. "INEQUALITY IMPORTANT"	0.771	0.009	1.2382	1.1127
PROP. "LEISURE NOT IMPORTANT"	0.034	0.005	2.0809	1.4425
PROP. "GOOD LUCK MORE IMPORTANT"	0.227	0.012	2.0466	1.4306
PROP. "SOMEONE PREVENTS SUCCESS"	0.324	0.013	1.8892	1.3745
PROP. "PLANS NEVER WORK OUT"	0.261	0.013	2.1530	1.4675
PROP. WITH NOT MUCH TO BE PROUD OF	0.151	0.008	1.2827	1.1326
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.905	0.010	3.2669	1.8075
PROP. EXPECTING NO KIDS	0.093	0.010	3.0996	1.7606
PROP. WITH SIBLINGS IN COLLEGE	0.357	0.008	0.7143	0.8451
PROP. WITH 2 OR MORE SIBS IN H.S.	0.206	0.010	1.5708	1.2533
PROP. HARD OF HEARING	0.014	0.003	1.7677	1.3296
PROP. "PEOPLE GOOF AT WORK"	0.163	0.007	0.7667	0.8756
PROP. WHO PREFER WORK TO SCHOOL	0.396	0.013	1.5224	1.2339
PROP. "JOB ENCOURAGES GOOD HABITS"	0.824	0.008	1.0274	1.0136
PROP. WITH POSITIVE ATTITUDE TO SELF	0.948	0.006	1.9182	1.3850
MEAN			1.6581	1.2686
STANDARD DEVIATION			0.5843	0.2246
MEDIAN			1.6281	1.2759
MINIMUM			0.7143	0.8451
MAXIMUM			3.2669	1.8075
RANGE			2.5526	0.9624

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: RACE BLACK
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	-0.007	0.014	1.6137	1.2703
PROP. ABLE TO FINISH COLLEGE	0.055	0.011	1.5894	1.2607
PROP. PLANNING TO FINISH COLLEGE	-0.042	0.014	1.9315	1.3898
PROP. SATISFIED WITH LESS THAN COLLEGE	-0.066	0.014	1.6849	1.2980
PROP. WHOSE MOTHER FINISHED COLLEGE	-0.003	0.006	1.1731	1.0831
PROP. WHOSE FATHER FINISHED COLLEGE	-0.017	0.009	2.0807	1.4425
PROP. MARRIED	0.056	0.006	1.3815	1.1754
PROP. EXPECTING CHILD BY 25	0.041	0.010	0.6925	0.8322
PROP. STARTED FIRST JOB	0.213	0.016	1.8915	1.3753
PROP. EXPECTING OWN PLACE BY 24	0.009	0.008	0.7466	0.8641
PROP. COMPLETED FULL TIME EDUC.	0.061	0.008	1.5321	1.2378
PROP. WITH HANDICAP	0.025	0.008	1.0449	1.0222
PROP. "SUCCESS VERY IMPORTANT"	-0.021	0.012	2.4075	1.5516
PROP. "MONEY NOT IMPORTANT"	0.038	0.008	1.2075	1.0989
PROP. "COMMUNITY LEADERSHIP IMP"	-0.038	0.013	1.2279	1.1081
PROP. "INEQUALITY IMPORTANT"	0.023	0.014	1.8072	1.3443
PROP. "LEISURE NOT IMPORTANT"	-0.007	0.007	2.2765	1.5088
PROP. "GOOD LUCK MORE IMPORTANT"	-0.044	0.012	1.3783	1.1740
PROP. "SOMEONE PREVENTS SUCCESS"	-0.014	0.017	1.8560	1.3624
PROP. "PLANS NEVER WORK OUT"	-0.033	0.011	0.9369	0.9679
PROP. WITH NOT MUCH TO BE PROUD OF	-0.030	0.010	1.1396	1.0675
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	-0.027	0.012	2.3924	1.5468
PROP. EXPECTING NO KIDS	0.009	0.009	1.5574	1.2479
PROP. WITH SIBLINGS IN COLLEGE	0.049	0.014	1.4271	1.1946
PROP. WITH 2 OR MORE SIBS IN H.S.	-0.049	0.010	1.3798	1.1747
PROP. HARD OF HEARING	-0.003	0.003	1.4766	1.2152
PROP. "PEOPLE GOOF AT WORK"	0.008	0.017	1.4760	1.2149
PROP. WHO PREFER WORK TO SCHOOL	-0.014	0.021	1.3965	1.1817
PROP. "JOB ENCOURAGES GOOD HABITS"	0.042	0.014	1.2669	1.1256
PROP. WITH POSITIVE ATTITUDE TO SELF	0.020	0.007	1.8432	1.3576
MEAN			1.5272	1.2231
STANDARD DEVIATION			0.4367	0.1795
MEDIAN			1.4763	1.2150
MINIMUM			0.6925	0.8322
MAXIMUM			2.4075	1.5516
RANGE			1.7150	0.7194

NUMBER OF NONCUMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: RACE HISPANIC
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.237	0.017	4.6083	2.1467
PROP. ABLE TO FINISH COLLEGE	0.767	0.017	4.2749	2.0676
PROP. PLANNING TO FINISH COLLEGE	0.360	0.018	3.2370	1.7992
PROP. SATISFIED WITH LESS THAN COLLEGE	0.723	0.016	3.1510	1.7751
PROP. WHOSE MOTHER FINISHED COLLEGE	0.071	0.013	6.6770	2.5840
PROP. WHOSE FATHER FINISHED COLLEGE	0.109	0.010	2.5938	1.6105
PROP. MARRIED	0.118	0.011	2.9611	1.7206
PROP. EXPECTING CHILD BY 25	0.545	0.017	2.9021	1.7036
PROP. STARTED FIRST JOB	0.433	0.018	3.3254	1.8236
PROP. EXPECTING OWN PLACE BY 24	0.887	0.010	2.5396	1.5936
PROP. COMPLETED FULL TIME EDUC.	0.151	0.016	4.9465	2.2241
PROP. WITH HANDICAP	0.081	0.008	2.2430	1.4977
PROP. "SUCCESS VERY IMPORTANT"	0.851	0.016	5.2451	2.2902
PROP. "MONEY NOT IMPORTANT"	0.119	0.014	4.8631	2.2053
PROP. "COMMUNITY LEADERSHIP IMP"	0.499	0.019	3.7082	1.9257
PROP. "INEQUALITY IMPORTANT"	0.726	0.018	4.1672	2.0414
PROP. "LEISURE NOT IMPORTANT"	0.025	0.006	3.8748	1.9684
PROP. "GOOD LUCK MORE IMPORTANT"	0.145	0.014	3.8549	1.9634
PROP. "SOMEONE PREVENTS SUCCESS"	0.283	0.016	3.0314	1.7411
PROP. "PLANS NEVER WORK OUT"	0.216	0.015	3.1948	1.7874
PROP. WITH NOT MUCH TO BE PROUD OF	0.137	0.012	3.0083	1.7344
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.830	0.012	2.7802	1.6674
PROP. EXPECTING NO KIDS	0.074	0.006	1.3017	1.1409
PROP. WITH SIBLINGS IN COLLEGE	0.329	0.020	4.6709	2.1612
PROP. WITH 2 OR MORE SIBS IN H.S.	0.122	0.012	3.4572	1.8594
PROP. HARD OF HEARING	0.016	0.004	2.6327	1.6226
PROP. "PEOPLE GOOF AT WORK"	0.145	0.013	2.5068	1.5833
PROP. WHO PREFER WORK TO SCHOOL	0.504	0.020	2.9314	1.7121
PROP. "JOB ENCOURAGES GOOD HABITS"	0.911	0.009	2.0914	1.4462
PROP. WITH POSITIVE ATTITUDE TO SELF	0.950	0.008	3.3544	1.8315
MEAN			3.4718	1.8411
STANDARD DEVIATION			1.1012	0.2913
MEDIAN			3.2159	1.7933
MINIMUM			1.3017	1.1409
MAXIMUM			6.6770	2.5840
RANGE			5.3753	1.4431

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: RACE HISPANIC
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.236	0.012	2.1841	1.4779
PROP. ABLE TO FINISH COLLEGE	0.697	0.015	2.9369	1.7137
PROP. PLANNING TO FINISH COLLEGE	0.329	0.015	2.8707	1.6943
PROP. SATISFIED WITH LESS THAN COLLEGE	0.804	0.013	2.9227	1.7096
PROP. WHOSE MOTHER FINISHED COLLEGE	0.075	0.010	3.3544	1.8315
PROP. WHOSE FATHER FINISHED COLLEGE	0.119	0.012	2.8286	1.6818
PROP. MARRIED	0.016	0.004	2.7397	1.6552
PROP. EXPECTING CHILD BY 25	0.570	0.020	4.2085	2.0515
PROP. STARTED FIRST JOB	0.155	0.011	2.4071	1.5515
PROP. EXPECTING OWN PLACE BY 24	0.890	0.008	1.7207	1.3117
PROP. COMPLETED FULL TIME EDUC.	0.032	0.006	3.0133	1.7359
PROP. WITH HANDICAP	0.082	0.008	2.3130	1.5208
PROP. "SUCCESS VERY IMPORTANT"	0.879	0.009	2.1305	1.4596
PROP. "MONEY NOT IMPORTANT"	0.096	0.008	2.0567	1.4341
PROP. "COMMUNITY LEADERSHIP IMP"	0.555	0.018	3.6048	1.8986
PROP. "INEQUALITY IMPORTANT"	0.665	0.017	3.5705	1.8896
PROP. "LEISURE NOT IMPORTANT"	0.044	0.006	2.3886	1.5455
PROP. "GOOD LUCK MORE IMPORTANT"	0.206	0.013	2.6710	1.6343
PROP. "SOMEONE PREVENTS SUCCESS"	0.308	0.017	3.4256	1.8508
PROP. "PLANS NEVER WORK OUT"	0.297	0.016	3.1470	1.7740
PROP. WITH NOT MUCH TO BE PROUD OF	0.184	0.011	2.0928	1.4467
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.870	0.011	3.0182	1.7373
PROP. EXPECTING NO KIDS	0.081	0.009	2.9261	1.7106
PROP. WITH SIBLINGS IN COLLEGE	0.297	0.013	2.1657	1.4716
PROP. WITH 2 OR MORE SIBS IN H.S.	0.173	0.010	1.8718	1.3681
PROP. HARD OF HEARING	0.023	0.004	1.9005	1.3786
PROP. "PEOPLE GOOF AT WORK"	0.165	0.013	2.7260	1.6511
PROP. WHO PREFER WORK TO SCHOOL	0.488	0.016	2.2931	1.5143
PROP. "JOB ENCOURAGES GOOD HABITS"	0.813	0.015	3.4990	1.8706
PROP. WITH POSITIVE ATTITUDE TO SELF	0.907	0.012	4.4270	2.1040
MEAN			2.7805	1.6558
STANDARD DEVIATION			0.6767	0.2001
MEDIAN			2.7841	1.6685
MINIMUM			1.7207	1.3117
MAXIMUM			4.4270	2.1040
RANGE			2.7063	0.7923

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: RACE HISPANIC
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	-0.019	0.012	1.4592	1.2080
PROP. ABLE TO FINISH COLLEGE	0.074	0.014	2.2713	1.5071
PROP. PLANNING TO FINISH COLLEGE	0.006	0.012	1.7622	1.3275
PROP. SATISFIED WITH LESS THAN COLLEGE	-0.074	0.013	1.8982	1.3778
PROP. WHOSE MOTHER FINISHED COLLEGE	0.0	0.007	2.6597	1.6309
PROP. WHOSE FATHER FINISHED COLLEGE	0.012	0.008	2.4457	1.5639
PROP. MARRIED	0.098	0.011	3.0328	1.7415
PROP. EXPECTING CHILD BY 25	-0.036	0.018	2.3328	1.5274
PROP. STARTED FIRST JOB	0.283	0.018	2.3478	1.5323
PROP. EXPECTING OWN PLACE BY 24	-0.006	0.011	1.7789	1.3337
PROP. COMPLETED FULL TIME EDUC.	0.114	0.014	3.1399	1.7720
PROP. WITH HANDICAP	-0.004	0.010	1.8493	1.3599
PROP. "SUCCESS VERY IMPORTANT"	-0.023	0.014	2.6862	1.6390
PROP. "MONEY NOT IMPORTANT"	0.008	0.008	1.1770	1.0849
PROP. "COMMUNITY LEADERSHIP IMP"	-0.037	0.018	2.5282	1.5900
PROP. "INEQUALITY IMPORTANT"	0.074	0.020	3.1211	1.7667
PROP. "LEISURE NOT IMPORTANT"	-0.027	0.007	2.2853	1.5117
PROP. "GOOD LUCK MORE IMPORTANT"	-0.043	0.014	2.2242	1.4914
PROP. "SOMEONE PREVENTS SUCCESS"	-0.036	0.016	2.0425	1.4292
PROP. "PLANS NEVER WORK OUT"	-0.082	0.013	1.4907	1.2209
PROP. WITH NOT MUCH TO BE PROUD OF	-0.046	0.014	2.2069	1.4856
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	-0.031	0.014	2.3928	1.5469
PROP. EXPECTING NO KIDS	0.007	0.011	2.5824	1.6070
PROP. WITH SIBLINGS IN COLLEGE	0.036	0.014	1.6100	1.2689
PROP. WITH 2 OR MORE SIBS IN H.S.	-0.050	0.012	2.3278	1.5257
PROP. HARD OF HEARING	-0.005	0.005	2.1993	1.4830
PROP. "PEOPLE GOOF AT WORK"	-0.021	0.023	3.2995	1.8164
PROP. WHO PREFER WORK TO SCHOOL	0.037	0.026	2.3787	1.5423
PROP. "JOB ENCOURAGES GOOD HABITS"	0.069	0.016	2.0039	1.4156
PROP. WITH POSITIVE ATTITUDE TO SELF	0.045	0.013	3.9185	1.9795
MEAN			2.3151	1.5096
STANDARD DEVIATION			0.5926	0.1940
MEDIAN			2.3065	1.5187
MINIMUM			1.1770	1.0849
MAXIMUM			3.9185	1.9795
RANGE			2.7415	0.8946

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: SES LOW
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.180	0.008	1.7808	1.3345
PROP. ABLE TO FINISH COLLEGE	0.781	0.011	2.8462	1.6871
PROP. PLANNING TO FINISH COLLEGE	0.294	0.011	1.9644	1.4016
PROP. SATISFIED WITH LESS THAN COLLEGE	0.778	0.010	2.1584	1.4691
PROP. WHOSE MOTHER FINISHED COLLEGE	0.010	0.002	1.6900	1.3000
PROP. WHOSE FATHER FINISHED COLLEGE	0.021	0.003	1.6265	1.2754
PROP. MARRIED	0.157	0.012	4.2000	2.0494
PROP. EXPECTING CHILD BY 25	0.616	0.013	2.7048	1.6446
PROP. STARTED FIRST JOB	0.495	0.012	2.2161	1.4886
PROP. EXPECTING OWN PLACE BY 24	0.894	0.007	2.0093	1.4175
PROP. COMPLETED FULL TIME EDUC.	0.205	0.011	2.8097	1.6762
PROP. WITH HANDICAP	0.087	0.007	2.4531	1.5662
PROP. "SUCCESS VERY IMPORTANT"	0.811	0.011	3.1300	1.7692
PROP. "MONEY NOT IMPORTANT"	0.156	0.009	2.4370	1.5611
PROP. "COMMUNITY LEADERSHIP IMP"	0.423	0.012	2.3046	1.5181
PROP. "INEQUALITY IMPORTANT"	0.691	0.013	3.0924	1.7585
PROP. "LEISURE NOT IMPORTANT"	0.019	0.003	1.9509	1.3968
PROP. "GOOD LUCK MORE IMPORTANT"	0.142	0.008	1.9622	1.4008
PROP. "SOMEONE PREVENTS SUCCESS"	0.306	0.012	2.4447	1.5795
PROP. "PLANS NEVER WORK OUT"	0.211	0.010	2.2170	1.4890
PROP. WITH NOT MUCH TO BE PROUD OF	0.114	0.008	2.4167	1.5546
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.857	0.008	2.1696	1.4729
PROP. EXPECTING NO KIDS	0.100	0.008	2.7197	1.6491
PROP. WITH SIBLINGS IN COLLEGE	0.272	0.013	3.3807	1.8387
PROP. WITH 2 OR MORE SIBS IN H.S.	0.129	0.007	1.7263	1.3139
PROP. HARD OF HEARING	0.012	0.003	3.1515	1.7752
PROP. "PEOPLE GOOF AT WORK"	0.159	0.009	1.6699	1.2922
PROP. WHO PREFER WORK TO SCHOOL	0.550	0.013	1.8981	1.3777
PROP. "JOB ENCOURAGES GOOD HABITS"	0.882	0.010	3.0189	1.7375
PROP. WITH POSITIVE ATTITUDE TO SELF	0.936	0.006	2.3089	1.5195
MEAN			2.4169	1.5438
STANDARD DEVIATION			0.5984	0.1864
MEDIAN			2.3067	1.5168
MINIMUM			1.6265	1.2754
MAXIMUM			4.2000	2.0494
RANGE			2.5735	0.7740

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: SES LOW
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.214	0.008	1.6266	1.2754
PROP. ABLE TO FINISH COLLEGE	0.694	0.012	2.8975	1.7022
PROP. PLANNING TO FINISH COLLEGE	0.262	0.009	1.8295	1.3526
PROP. SATISFIED WITH LESS THAN COLLEGE	0.849	0.008	2.1146	1.4542
PROP. WHOSE MOTHER FINISHED COLLEGE	0.002	0.001	2.3100	1.5199
PROP. WHOSE FATHER FINISHED COLLEGE	0.005	0.002	2.1823	1.4772
PROP. MARRIED	0.024	0.005	4.4066	2.0992
PROP. EXPECTING CHILD BY 25	0.600	0.011	2.0373	1.4274
PROP. STARTED FIRST JOB	0.161	0.010	3.0421	1.7442
PROP. EXPECTING OWN PLACE BY 24	0.902	0.006	1.6833	1.2974
PROP. COMPLETED FULL TIME EDUC.	0.023	0.003	1.6345	1.2785
PROP. WITH HANDICAP	0.071	0.006	2.3309	1.5267
PROP. "SUCCESS VERY IMPORTANT"	0.864	0.009	2.9862	1.7281
PROP. "MONEY NOT IMPORTANT"	0.130	0.010	3.8130	1.9527
PROP. "COMMUNITY LEADERSHIP IMP"	0.453	0.012	2.4771	1.5734
PROP. "INEQUALITY IMPORTANT"	0.633	0.012	2.6639	1.6322
PROP. "LEISURE NOT IMPORTANT"	0.037	0.004	1.9672	1.4026
PROP. "GOOD LUCK MORE IMPORTANT"	0.169	0.008	1.8139	1.3468
PROP. "SOMEONE PREVENTS SUCCESS"	0.338	0.013	2.9416	1.7151
PROP. "PLANS NEVER WORK OUT"	0.263	0.009	1.6604	1.2886
PROP. WITH NOT MUCH TO BE PROUD OF	0.154	0.010	3.1001	1.7607
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.887	0.008	2.8039	1.6745
PROP. EXPECTING NO KIDS	0.101	0.008	2.9675	1.7226
PROP. WITH SIBLINGS IN COLLEGE	0.228	0.011	2.8768	1.6961
PROP. WITH 2 OR MORE SIBS IN H.S.	0.193	0.010	2.6832	1.6381
PROP. HARD OF HEARING	0.021	0.003	1.8472	1.3591
PROP. "PEOPLE GOOF AT WORK"	0.175	0.011	2.9391	1.7144
PROP. WHO PREFER WORK TO SCHOOL	0.516	0.013	2.4111	1.5528
PROP. "JOB ENCOURAGES GOOD HABITS"	0.796	0.010	2.3034	1.5177
PROP. WITH POSITIVE ATTITUDE TO SELF	0.894	0.008	2.7518	1.6589
MEAN			2.5034	1.5697
STANDARD DEVIATION			0.6555	0.2025
MEDIAN			2.4441	1.5633
MINIMUM			1.6266	1.2754
MAXIMUM			4.4066	2.0992
RANGE			2.7800	0.8238

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: SES LOW
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	-0.029	0.008	1.1732	1.0832
PROP. ABLE TO FINISH COLLEGE	0.087	0.009	1.4306	1.1961
PROP. PLANNING TO FINISH COLLEGE	0.0	0.007	1.0441	1.0218
PROP. SATISFIED WITH LESS THAN COLLEGE	-0.063	0.009	1.6521	1.2853
PROP. WHOSE MOTHER FINISHED COLLEGE	0.003	0.001	0.6436	0.8023
PROP. WHOSE FATHER FINISHED COLLEGE	0.007	0.003	2.8813	1.6974
PROP. MARRIED	0.136	0.012	4.2533	2.0623
PROP. EXPECTING CHILD BY 25	0.027	0.011	1.3755	1.1728
PROP. STARTED FIRST JOB	0.334	0.015	2.5131	1.5853
PROP. EXPECTING OWN PLACE BY 24	-0.010	0.008	1.6390	1.2802
PROP. COMPLETED FULL TIME EDUC.	0.177	0.011	2.4689	1.5713
PROP. WITH HANDICAP	0.014	0.010	2.9694	1.7232
PROP. "SUCCESS VERY IMPORTANT"	-0.050	0.012	2.4931	1.5790
PROP. "MONEY NOT IMPORTANT"	0.024	0.011	3.0405	1.7437
PROP. "COMMUNITY LEADERSHIP IMP"	-0.027	0.013	2.1072	1.4516
PROP. "INEQUALITY IMPORTANT"	0.055	0.015	2.6518	1.6223
PROP. "LEISURE NOT IMPORTANT"	-0.018	0.005	1.8952	1.3767
PROP. "GOOD LUCK MORE IMPORTANT"	-0.031	0.010	1.8639	1.3652
PROP. "SOMEONE PREVENTS SUCCESS"	-0.028	0.020	3.8568	1.9639
PROP. "PLANS NEVER WORK OUT"	-0.059	0.012	1.8193	1.3486
PROP. WITH NOT MUCH TO BE PROUD OF	-0.037	0.010	1.9777	1.4063
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	-0.032	0.011	2.6464	1.6268
PROP. EXPECTING NO KIDS	-0.003	0.010	2.8742	1.6953
PROP. WITH SIBLINGS IN COLLEGE	0.047	0.014	3.0481	1.7459
PROP. WITH 2 OR MORE SIBS IN H.S.	-0.064	0.008	1.4269	1.1945
PROP. HARD OF HEARING	-0.008	0.004	2.8099	1.6763
PROP. "PEOPLE GOOF AT WORK"	-0.012	0.015	2.3606	1.5364
PROP. WHO PREFER WORK TO SCHOOL	0.037	0.018	1.9611	1.4004
PROP. "JOB ENCOURAGES GOOD HABITS"	0.074	0.013	2.0200	1.4213
PROP. WITH POSITIVE ATTITUDE TO SELF	0.044	0.009	2.5628	1.6009
MEAN			2.2480	1.4745
STANDARD DEVIATION			0.8051	0.2761
MEDIAN			2.2339	1.4940
MINIMUM			0.6436	0.8023
MAXIMUM			4.2533	2.0623
RANGE			3.6097	1.2600

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: SES MIDDLE
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.259	0.008	1.4179	1.1908
PROP. ABLE TO FINISH COLLEGE	0.879	0.007	1.9398	1.3928
PROP. PLANNING TO FINISH COLLEGE	0.454	0.011	1.7998	1.3416
PROP. SATISFIED WITH LESS THAN COLLEGE	0.668	0.010	1.7802	1.3342
PROP. WHOSE MOTHER FINISHED COLLEGE	0.067	0.006	2.4057	1.5510
PROP. WHOSE FATHER FINISHED COLLEGE	0.103	0.006	1.6025	1.2659
PROP. MARRIED	0.101	0.007	2.1995	1.4831
PROP. EXPECTING CHILD BY 25	0.491	0.013	2.6832	1.6381
PROP. STARTED FIRST JOB	0.458	0.011	1.9762	1.4058
PROP. EXPECTING OWN PLACE BY 24	0.931	0.004	1.0143	1.0071
PROP. COMPLETED FULL TIME EDUC.	0.137	0.007	1.6693	1.2920
PROP. WITH HANDICAP	0.059	0.004	1.1883	1.0901
PROP. "SUCCESS VERY IMPORTANT"	0.842	0.008	1.9864	1.4094
PROP. "MONEY NOT IMPORTANT"	0.145	0.007	1.6323	1.2776
PROP. "COMMUNITY LEADERSHIP IMP"	0.458	0.010	1.6485	1.2839
PROP. "INEQUALITY IMPORTANT"	0.653	0.009	1.4651	1.2104
PROP. "LEISURE NOT IMPORTANT"	0.011	0.002	1.4671	1.2112
PROP. "GOOD LUCK MORE IMPORTANT"	0.083	0.006	1.8639	1.3653
PROP. "SOMEONE PREVENTS SUCCESS"	0.194	0.007	1.2018	1.0963
PROP. "PLANS NEVER WORK OUT"	0.127	0.007	1.7302	1.3154
PROP. WITH NOT MUCH TO BE PROUD OF	0.083	0.005	1.3164	1.1473
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.789	0.009	2.0951	1.4475
PROP. EXPECTING NO KIDS	0.091	0.006	1.7455	1.3212
PROP. WITH SIBLINGS IN COLLEGE	0.364	0.009	1.4452	1.2022
PROP. WITH 2 OR MORE SIBS IN H.S.	0.093	0.006	1.7647	1.3284
PROP. HARD OF HEARING	0.010	0.002	1.7169	1.3103
PROP. "PEOPLE GOOF AT WORK"	0.187	0.010	2.0646	1.4369
PROP. WHO PREFER WORK TO SCHOOL	0.541	0.011	1.5232	1.2342
PROP. "JOB ENCOURAGES GOOD HABITS"	0.861	0.007	1.4298	1.1957
PROP. WITH POSITIVE ATTITUDE TO SELF	0.952	0.005	2.2177	1.4892
MEAN			1.7330	1.3092
STANDARD DEVIATION			0.3718	0.1408
MEDIAN			1.7235	1.3128
MINIMUM			1.0143	1.0071
MAXIMUM			2.6832	1.6381
RANGE			1.6689	0.6310

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: SES MIDDLE
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.265	0.008	1.4462	1.2026
PROP. ABLE TO FINISH COLLEGE	0.806	0.007	1.3922	1.1799
PROP. PLANNING TO FINISH COLLEGE	0.425	0.010	1.8323	1.3536
PROP. SATISFIED WITH LESS THAN COLLEGE	0.761	0.010	2.4285	1.5584
PROP. WHOSE MOTHER FINISHED COLLEGE	0.062	0.005	1.7563	1.3252
PROP. WHOSE FATHER FINISHED COLLEGE	0.081	0.006	1.7460	1.3214
PROP. MARRIED	0.007	0.001	0.6298	0.7936
PROP. EXPECTING CHILD BY 25	0.544	0.013	2.8554	1.6898
PROP. STARTED FIRST JOB	0.190	0.007	1.3599	1.1661
PROP. EXPECTING OWN PLACE BY 24	0.922	0.006	2.1392	1.4626
PROP. COMPLETED FULL TIME EDUC.	0.012	0.002	1.4242	1.1934
PROP. WITH HANDICAP	0.052	0.005	2.2219	1.4906
PROP. "SUCCESS VERY IMPORTANT"	0.864	0.006	1.5674	1.2520
PROP. "MONEY NOT IMPORTANT"	0.111	0.006	1.6311	1.2772
PROP. "COMMUNITY LEADERSHIP IMP"	0.501	0.011	2.1301	1.4595
PROP. "INEQUALITY IMPORTANT"	0.598	0.012	2.6471	1.6270
PROP. "LEISURE NOT IMPORTANT"	0.017	0.003	2.4429	1.5630
PROP. "GOOD LUCK MORE IMPORTANT"	0.110	0.007	2.1216	1.4566
PROP. "SOMEONE PREVENTS SUCCESS"	0.228	0.010	2.3474	1.5321
PROP. "PLANS NEVER WORK OUT"	0.179	0.008	1.8333	1.3540
PROP. WITH NOT MUCH TO BE PROUD OF	0.107	0.006	1.6110	1.2693
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.861	0.007	1.8596	1.3563
PROP. EXPECTING NO KIDS	0.097	0.006	1.7887	1.3374
PROP. WITH SIBLINGS IN COLLEGE	0.292	0.010	2.1015	1.4496
PROP. WITH 2 OR MORE SIBS IN H.S.	0.121	0.007	1.9981	1.4136
PROP. HARD OF HEARING	0.016	0.003	2.4436	1.5632
PROP. "PEOPLE GOOF AT WORK"	0.166	0.007	1.3395	1.1573
PROP. WHO PREFER WORK TO SCHOOL	0.536	0.011	1.8551	1.3620
PROP. "JOB ENCOURAGES GOOD HABITS"	0.792	0.008	1.5302	1.2370
PROP. WITH POSITIVE ATTITUDE TO SELF	0.905	0.007	2.4415	1.5625
MEAN			1.8967	1.3656
STANDARD DEVIATION			0.4746	0.1819
MEDIAN			1.8364	1.3551
MINIMUM			0.6298	0.7936
MAXIMUM			2.8554	1.6898
RANGE			2.2256	0.8962

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: SES MIDDLE
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	-0.006	0.010	1.5610	1.2494
PROP. ABLE TO FINISH COLLEGE	0.066	0.009	2.0527	1.4327
PROP. PLANNING TO FINISH COLLEGE	-0.014	0.009	1.7208	1.3118
PROP. SATISFIED WITH LESS THAN COLLEGE	-0.080	0.010	1.9432	1.3940
PROP. WHOSE MOTHER FINISHED COLLEGE	0.004	0.004	1.5607	1.2493
PROP. WHOSE FATHER FINISHED COLLEGE	0.011	0.004	1.2284	1.1083
PROP. MARRIED	0.095	0.007	2.1540	1.4676
PROP. EXPECTING CHILD BY 25	-0.057	0.012	1.6326	1.2776
PROP. STARTED FIRST JOB	0.267	0.011	1.4215	1.1923
PROP. EXPECTING OWN PLACE BY 24	0.006	0.007	1.6467	1.2832
PROP. COMPLETED FULL TIME EDUC.	0.125	0.008	1.9183	1.3850
PROP. WITH HANDICAP	0.006	0.006	1.5560	1.2474
PROP. "SUCCESS VERY IMPORTANT"	-0.044	0.010	2.2108	1.4869
PROP. "MONEY NOT IMPORTANT"	0.034	0.010	2.4737	1.5728
PROP. "COMMUNITY LEADERSHIP IMP"	-0.047	0.013	2.3509	1.5333
PROP. "INEQUALITY IMPORTANT"	0.059	0.015	2.5150	1.5859
PROP. "LEISURE NOT IMPORTANT"	-0.007	0.003	1.6227	1.2739
PROP. "GOOD LUCK MORE IMPORTANT"	-0.024	0.010	2.6963	1.6420
PROP. "SOMEONE PREVENTS SUCCESS"	-0.030	0.010	1.5626	1.2500
PROP. "PLANS NEVER WORK OUT"	-0.050	0.011	2.2196	1.4898
PROP. WITH NOT MUCH TO BE PROUD OF	-0.024	0.009	2.0133	1.4189
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	-0.073	0.009	1.5047	1.2267
PROP. EXPECTING NO KIDS	-0.006	0.008	2.1064	1.4513
PROP. WITH SIBLINGS IN COLLEGE	0.072	0.012	1.9166	1.3844
PROP. WITH 2 OR MORE SIBS IN H.S.	-0.029	0.007	1.6830	1.2973
PROP. HARD OF HEARING	-0.006	0.003	1.7793	1.3339
PROP. "PEOPLE GOOF AT WORK"	0.014	0.012	1.5605	1.2491
PROP. WHO PREFER WORK TO SCHOOL	0.0	0.014	1.4063	1.1859
PROP. "JOB ENCOURAGES GOOD HABITS"	0.058	0.010	1.2372	1.1123
PROP. WITH POSITIVE ATTITUDE TO SELF	0.047	0.007	1.9811	1.4075
MEAN			1.8412	1.3500
STANDARD DEVIATION			0.3804	0.1368
MEDIAN			1.7500	1.3228
MINIMUM			1.2284	1.1063
MAXIMUM			2.6963	1.6420
RANGE			1.4679	0.5337

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: SES HIGH
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.339	0.014	1.7185	1.3109
PROP. ABLE TO FINISH COLLEGE	0.966	0.005	1.4902	1.2207
PROP. PLANNING TO FINISH COLLEGE	0.770	0.014	2.0517	1.4324
PROP. SATISFIED WITH LESS THAN COLLEGE	0.372	0.018	2.6116	1.6161
PROP. WHOSE MOTHER FINISHED COLLEGE	0.436	0.019	2.8431	1.6861
PROP. WHOSE FATHER FINISHED COLLEGE	0.714	0.017	2.7359	1.6541
PROP. MARRIED	0.053	0.007	1.8442	1.3580
PROP. EXPECTING CHILD BY 25	0.345	0.015	1.8391	1.3561
PROP. STARTED FIRST JOB	0.261	0.014	1.9326	1.3902
PROP. EXPECTING OWN PLACE BY 24	0.921	0.008	1.6941	1.3016
PROP. COMPLETED FULL TIME EDUC.	0.044	0.006	1.6363	1.2792
PROP. WITH HANDICAP	0.067	0.009	2.4729	1.5726
PROP. "SUCCESS VERY IMPORTANT"	0.849	0.011	1.8087	1.3449
PROP. "MONEY NOT IMPORTANT"	0.147	0.013	2.5877	1.6086
PROP. "COMMUNITY LEADERSHIP IMP"	0.542	0.012	1.1061	1.0517
PROP. "INEQUALITY IMPORTANT"	0.673	0.015	1.9422	1.3936
PROP. "LEISURE NOT IMPORTANT"	0.006	0.002	1.2138	1.1017
PROP. "GOOD LUCK MORE IMPORTANT"	0.074	0.008	1.7245	1.3132
PROP. "SOMEONE PREVENTS SUCCESS"	0.115	0.011	2.1367	1.4617
PROP. "PLANS NEVER WORK OUT"	0.082	0.008	1.5705	1.2532
PROP. WITH NOT MUCH TO BE PROUD OF	0.057	0.007	1.7021	1.3046
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.664	0.017	2.5652	1.6016
PROP. EXPECTING NO KIDS	0.096	0.009	1.7482	1.3222
PROP. WITH SIBLINGS IN COLLEGE	0.519	0.013	1.3012	1.1407
PROP. WITH 2 OR MORE SIBS IN H.S.	0.079	0.007	1.2925	1.1369
PROP. HARD OF HEARING	0.017	0.004	1.8045	1.3433
PROP. "PEOPLE GOOF AT WORK"	0.205	0.012	1.3051	1.1424
PROP. WHO PREFER WORK TO SCHOOL	0.407	0.015	1.3522	1.1629
PROP. "JOB ENCOURAGES GOOD HABITS"	0.832	0.012	1.6484	1.2839
PROP. WITH POSITIVE ATTITUDE TO SELF	0.958	0.007	2.2906	1.5135
MEAN			1.8657	1.3553
STANDARD DEVIATION			0.4779	0.1729
MEDIAN			1.7763	1.3327
MINIMUM			1.1061	1.0517
MAXIMUM			2.8431	1.6861
RANGE			1.7370	0.6344

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: SES HIGH
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.341	0.014	1.7499	1.3228
PROP. ABLE TO FINISH COLLEGE	0.928	0.008	1.9615	1.4005
PROP. PLANNING TO FINISH COLLEGE	0.739	0.014	2.0745	1.4403
PROP. SATISFIED WITH LESS THAN COLLEGE	0.471	0.016	2.0939	1.4470
PROP. WHOSE MOTHER FINISHED COLLEGE	0.461	0.016	1.9587	1.3995
PROP. WHOSE FATHER FINISHED COLLEGE	0.749	0.016	2.4907	1.5782
PROP. MARRIED	0.002	0.001	1.2398	1.1135
PROP. EXPECTING CHILD BY 25	0.400	0.018	2.5962	1.6113
PROP. STARTED FIRST JOB	0.138	0.011	1.9958	1.4127
PROP. EXPECTING OWN PLACE BY 24	0.912	0.008	1.5644	1.2508
PROP. COMPLETED FULL TIME EDUC.	0.001	0.001	1.3473	1.1607
PROP. WITH HANDICAP	0.038	0.004	0.8950	0.9460
PROP. "SUCCESS VERY IMPORTANT"	0.896	0.008	1.4157	1.1899
PROP. "MONEY NOT IMPORTANT"	0.114	0.009	1.6483	1.2838
PROP. "COMMUNITY LEADERSHIP IMP"	0.587	0.013	1.4228	1.1928
PROP. "INEQUALITY IMPORTANT"	0.606	0.014	1.6744	1.2940
PROP. "LEISURE NOT IMPORTANT"	0.012	0.003	1.6041	1.2665
PROP. "GOOD LUCK MORE IMPORTANT"	0.079	0.008	1.7301	1.3153
PROP. "SOMEONE PREVENTS SUCCESS"	0.133	0.011	2.0053	1.4161
PROP. "PLANS NEVER WORK OUT"	0.120	0.010	1.8314	1.3533
PROP. WITH NOT MUCH TO BE PROUD OF	0.088	0.007	1.2108	1.1003
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.781	0.012	1.7446	1.3208
PROP. EXPECTING NO KIDS	0.093	0.008	1.5109	1.2292
PROP. WITH SIBLINGS IN COLLEGE	0.451	0.013	1.3745	1.1724
PROP. WITH 2 OR MORE SIBS IN H.S.	0.121	0.010	1.8852	1.3730
PROP. HARD OF HEARING	0.020	0.005	2.4842	1.5761
PROP. "PEOPLE GOOF AT WORK"	0.170	0.014	2.4971	1.5802
PROP. WHO PREFER WORK TO SCHOOL	0.469	0.015	1.6300	1.2767
PROP. "JOB ENCOURAGES GOOD HABITS"	0.767	0.012	1.4808	1.2169
PROP. WITH POSITIVE ATTITUDE TO SELF	0.926	0.008	1.8610	1.3642
MEAN			1.7660	1.3202
STANDARD DEVIATION			0.4089	0.1547
MEDIAN			1.7373	1.3160
MINIMUM			0.8950	0.9460
MAXIMUM			2.5962	1.6113
RANGE			1.7012	0.6653

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: SES HIGH
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.001	0.015	1.3836	1.1763
PROP. ABLE TO FINISH COLLEGE	0.037	0.010	2.8809	1.6973
PROP. PLANNING TO FINISH COLLEGE	0.007	0.011	1.5241	1.2346
PROP. SATISFIED WITH LESS THAN COLLEGE	-0.090	0.014	1.6403	1.2807
PROP. WHOSE MOTHER FINISHED COLLEGE	-0.017	0.012	2.4224	1.5564
PROP. WHOSE FATHER FINISHED COLLEGE	-0.017	0.009	1.9975	1.4133
PROP. MARRIED	0.054	0.007	1.7044	1.3055
PROP. EXPECTING CHILD BY 25	-0.044	0.016	1.6163	1.2713
PROP. STARTED FIRST JOB	0.117	0.016	2.1419	1.4635
PROP. EXPECTING OWN PLACE BY 24	0.008	0.011	1.7223	1.3123
PROP. COMPLETED FULL TIME EDUC.	0.040	0.006	1.5516	1.2456
PROP. WITH HANDICAP	0.031	0.009	1.7241	1.3130
PROP. "SUCCESS VERY IMPORTANT"	-0.050	0.014	2.4144	1.5538
PROP. "MONEY NOT IMPORTANT"	0.032	0.014	2.7425	1.6560
PROP. "COMMUNITY LEADERSHIP IMP"	-0.038	0.013	1.1025	1.0500
PROP. "INEQUALITY IMPORTANT"	0.071	0.021	2.5494	1.5967
PROP. "LEISURE NOT IMPORTANT"	-0.004	0.003	1.1708	1.0820
PROP. "GOOD LUCK MORE IMPORTANT"	-0.009	0.010	1.6218	1.2735
PROP. "SOMEONE PREVENTS SUCCESS"	-0.015	0.012	1.5459	1.2433
PROP. "PLANS NEVER WORK OUT"	-0.028	0.013	2.0511	1.4322
PROP. WITH NOT MUCH TO BE PROUD OF	-0.031	0.009	1.1636	1.0787
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	-0.114	0.016	1.7111	1.3081
PROP. EXPECTING NO KIDS	-0.002	0.009	1.2736	1.1285
PROP. WITH SIBLINGS IN COLLEGE	0.073	0.017	1.6016	1.2655
PROP. WITH 2 OR MORE SIBS IN H.S.	-0.046	0.010	1.4754	1.2147
PROP. HARD OF HEARING	-0.003	0.004	1.9977	1.4134
PROP. "PEOPLE GOOF AT WORK"	0.036	0.019	1.8956	1.3768
PROP. WHO PREFER WORK TO SCHOOL	-0.064	0.023	1.6491	1.2642
PROP. "JOB ENCOURAGES GOOD HABITS"	0.053	0.019	1.9219	1.3863
PROP. WITH POSITIVE ATTITUDE TO SELF	0.036	0.009	1.7116	1.3083
MEAN			1.7970	1.3307
STANDARD DEVIATION			0.4511	0.1643
MEDIAN			1.7077	1.3068
MINIMUM			1.1025	1.0500
MAXIMUM			2.8809	1.6973
RANGE			1.7784	0.6473

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: POST-SECONDARY EDUCATION NONE
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.132	0.009	2.5368	1.5927
PROP. ABLE TO FINISH COLLEGE	0.725	0.011	2.1422	1.4636
PROP. PLANNING TO FINISH COLLEGE	0.120	0.009	2.0636	1.4365
PROP. SATISFIED WITH LESS THAN COLLEGE	0.918	0.007	2.0740	1.4401
PROP. WHOSE MOTHER FINISHED COLLEGE	0.057	0.007	3.1687	1.7801
PROP. WHOSE FATHER FINISHED COLLEGE	0.089	0.008	2.6191	1.6184
PROP. MARRIED	0.199	0.013	3.5626	1.8875
PROP. EXPECTING CHILD BY 25	0.610	0.015	3.1056	1.7623
PROP. STARTED FIRST JOB	0.637	0.013	2.4460	1.5640
PROP. EXPECTING OWN PLACE BY 24	0.918	0.007	2.1935	1.4810
PROP. COMPLETED FULL TIME EDUC.	0.300	0.014	3.0112	1.7353
PROP. WITH HANDICAP	0.078	0.005	1.2170	1.1032
PROP. "SUCCESS VERY IMPORTANT"	0.764	0.008	1.3125	1.1456
PROP. "MONEY NOT IMPORTANT"	0.134	0.008	1.9092	1.3817
PROP. "COMMUNITY LEADERSHIP IMP"	0.384	0.012	2.0814	1.4427
PROP. "INEQUALITY IMPORTANT"	0.619	0.011	1.7583	1.3260
PROP. "LEISURE NOT IMPORTANT"	0.017	0.003	1.8996	1.3783
PROP. "GOOD LUCK MORE IMPORTANT"	0.137	0.009	2.2510	1.5003
PROP. "SOMEONE PREVENTS SUCCESS"	0.307	0.012	2.1803	1.4766
PROP. "PLANS NEVER WORK OUT"	0.207	0.010	1.9812	1.4075
PROP. WITH NOT MUCH TO BE PROUD OF	0.100	0.007	1.8241	1.3506
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.852	0.009	2.3506	1.5332
PROP. EXPECTING NO KIDS	0.099	0.007	1.8515	1.3607
PROP. WITH SIBLINGS IN COLLEGE	0.262	0.009	1.4638	1.2099
PROP. WITH 2 OR MORE SIBS IN H.S.	0.116	0.006	1.2256	1.1071
PROP. HARD OF HEARING	0.015	0.002	0.9525	0.9760
PROP. "PEOPLE GOOF AT WORK"	0.152	0.012	2.7406	1.6555
PROP. WHO PREFER WORK TO SCHOOL	0.630	0.011	1.2991	1.1398
PROP. "JOB ENCOURAGES GOOD HABITS"	0.677	0.009	2.1075	1.4517
PROP. WITH POSITIVE ATTITUDE TO SELF	0.947	0.005	1.6682	1.2916
MEAN			2.0999	1.4333
STANDARD DEVIATION			0.6236	0.2170
MEDIAN			2.0777	1.4414
MINIMUM			0.9525	0.9760
MAXIMUM			3.5626	1.8875
RANGE			2.6101	0.9115

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: POST-SECONDARY EDUCATION NONE
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.147	0.008	1.6816	1.2968
PROP. ABLE TO FINISH COLLEGE	0.610	0.013	2.3588	1.5293
PROP. PLANNING TO FINISH COLLEGE	0.131	0.009	2.4049	1.5508
PROP. SATISFIED WITH LESS THAN COLLEGE	0.924	0.007	2.2849	1.5116
PROP. WHOSE MOTHER FINISHED COLLEGE	0.068	0.009	3.5193	1.8760
PROP. WHOSE FATHER FINISHED COLLEGE	0.104	0.011	3.0375	1.7428
PROP. MARRIED	0.022	0.004	2.3158	1.5218
PROP. EXPECTING CHILD BY 25	0.626	0.011	1.5751	1.2550
PROP. STARTED FIRST JOB	0.225	0.011	2.1513	1.4667
PROP. EXPECTING OWN PLACE BY 24	0.926	0.007	2.2379	1.4960
PROP. COMPLETED FULL TIME EDUC.	0.030	0.004	1.7053	1.3059
PROP. WITH HANDICAP	0.071	0.007	2.4438	1.5633
PROP. "SUCCESS VERY IMPORTANT"	0.834	0.009	1.9750	1.4046
PROP. "MONEY NOT IMPORTANT"	0.112	0.007	1.6481	1.2838
PROP. "COMMUNITY LEADERSHIP IMP"	0.419	0.012	1.9553	1.3983
PROP. "INEQUALITY IMPORTANT"	0.560	0.014	2.6335	1.6228
PROP. "LEISURE NOT IMPORTANT"	0.032	0.004	1.7186	1.3110
PROP. "GOOD LUCK MORE IMPORTANT"	0.187	0.010	2.0304	1.4249
PROP. "SOMEONE PREVENTS SUCCESS"	0.335	0.011	1.6334	1.2780
PROP. "PLANS NEVER WORK OUT"	0.268	0.011	1.8831	1.3723
PROP. WITH NOT MUCH TO BE PROUD OF	0.157	0.010	2.3662	1.5382
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.873	0.008	1.9727	1.4045
PROP. EXPECTING NO KIDS	0.098	0.008	2.3227	1.5241
PROP. WITH SIBLINGS IN COLLEGE	0.213	0.010	1.8948	1.3765
PROP. WITH 2 OR MORE SIBS IN H.S.	0.168	0.010	2.2813	1.5104
PROP. HARD OF HEARING	0.024	0.004	2.2071	1.4856
PROP. "PEOPLE GOOF AT WORK"	0.163	0.007	0.9992	0.9996
PROP. WHO PREFER WORK TO SCHOOL	0.624	0.011	1.4573	1.2072
PROP. "JOB ENCOURAGES GOOD HABITS"	0.807	0.008	1.2077	1.0989
PROP. WITH POSITIVE ATTITUDE TO SELF	0.901	0.008	2.2411	1.4970
MEAN			2.0707	1.4285
STANDARD DEVIATION			0.5069	0.1769
MEDIAN			2.0908	1.4458
MINIMUM			0.9992	0.9996
MAXIMUM			3.5193	1.8760
RANGE			2.5201	0.8764

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: POST-SECONDARY EDUCATION NONE
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	-0.012	0.010	1.9570	1.3989
PROP. ABLE TO FINISH COLLEGE	0.128	0.013	2.0819	1.4429
PROP. PLANNING TO FINISH COLLEGE	-0.007	0.008	1.3397	1.1574
PROP. SATISFIED WITH LESS THAN COLLEGE	-0.013	0.007	1.4395	1.1998
PROP. WHOSE MOTHER FINISHED COLLEGE	-0.003	0.005	1.9492	1.3961
PROP. WHOSE FATHER FINISHED COLLEGE	0.001	0.005	1.4977	1.2238
PROP. MARRIED	0.176	0.013	3.3514	1.8307
PROP. EXPECTING CHILD BY 25	-0.011	0.014	1.7517	1.3235
PROP. STARTED FIRST JOB	0.421	0.016	2.1686	1.4726
PROP. EXPECTING OWN PLACE BY 24	-0.006	0.009	1.9963	1.4129
PROP. COMPLETED FULL TIME EDUC.	0.263	0.014	2.3158	1.5218
PROP. WITH HANDICAP	0.003	0.008	1.6535	1.2859
PROP. "SUCCESS VERY IMPORTANT"	-0.044	0.010	1.3111	1.1450
PROP. "MONEY NOT IMPORTANT"	0.025	0.012	2.9788	1.7259
PROP. "COMMUNITY LEADERSHIP IMP"	-0.045	0.012	1.4658	1.2107
PROP. "INEQUALITY IMPORTANT"	0.056	0.016	2.1592	1.4694
PROP. "LEISURE NOT IMPORTANT"	-0.016	0.005	1.7881	1.3372
PROP. "GOOD LUCK MORE IMPORTANT"	-0.054	0.012	1.9573	1.3990
PROP. "SOMEONE PREVENTS SUCCESS"	-0.035	0.018	2.7270	1.6514
PROP. "PLANS NEVER WORK OUT"	-0.071	0.012	1.4703	1.2126
PROP. WITH NOT MUCH TO BE PROUD OF	-0.055	0.011	1.9066	1.3808
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	-0.016	0.010	1.7805	1.3344
PROP. EXPECTING NO KIDS	-0.004	0.009	2.0271	1.4238
PROP. WITH SIBLINGS IN COLLEGE	0.064	0.012	1.8648	1.3656
PROP. WITH 2 OR MORE SIBS IN H.S.	-0.055	0.010	1.9332	1.3904
PROP. HARD OF HEARING	-0.009	0.004	1.8646	1.3720
PROP. "PEOPLE GOOF AT WORK"	-0.001	0.017	2.4883	1.5774
PROP. WHO PREFER WORK TO SCHOOL	0.006	0.020	2.1690	1.4727
PROP. "JOB ENCOURAGES GOOD HABITS"	0.057	0.009	0.7846	0.8858
PROP. WITH POSITIVE ATTITUDE TO SELF	0.043	0.007	1.4280	1.1950
MEAN			1.9209	1.3739
STANDARD DEVIATION			0.5162	0.1858
MEDIAN			1.9199	1.3856
MINIMUM			0.7846	0.8858
MAXIMUM			3.3514	1.8307
RANGE			2.5668	0.9449

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: POST-SECONDARY EDUCATION SOME
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.331	0.008	2.1296	1.4593
PROP. ABLE TO FINISH COLLEGE	0.944	0.004	2.2004	1.4834
PROP. PLANNING TO FINISH COLLEGE	0.653	0.011	3.6170	1.9019
PROP. SATISFIED WITH LESS THAN COLLEGE	0.478	0.013	4.7085	2.1699
PROP. WHOSE MOTHER FINISHED COLLEGE	0.189	0.012	6.7906	2.6059
PROP. WHOSE FATHER FINISHED COLLEGE	0.302	0.013	5.6058	2.3677
PROP. MARRIED	0.057	0.004	2.0905	1.4458
PROP. EXPECTING CHILD BY 25	0.424	0.011	3.4216	1.8498
PROP. STARTED FIRST JOB	0.305	0.008	2.1334	1.4606
PROP. EXPECTING OWN PLACE BY 24	0.916	0.005	2.3233	1.5242
PROP. COMPLETED FULL TIME EDUC.	0.051	0.004	2.3381	1.5291
PROP. WITH HANDICAP	0.064	0.005	2.9724	1.7241
PROP. "SUCCESS VERY IMPORTANT"	0.854	0.006	2.0744	1.4403
PROP. "MONEY NOT IMPORTANT"	0.155	0.006	1.9689	1.4032
PROP. "COMMUNITY LEADERSHIP IMP"	0.510	0.009	2.3019	1.5172
PROP. "INEQUALITY IMPORTANT"	0.699	0.008	2.1577	1.4689
PROP. "LEISURE NOT IMPORTANT"	0.011	0.002	2.5628	1.6009
PROP. "GOOD LUCK MORE IMPORTANT"	0.080	0.004	1.4859	1.2190
PROP. "SOMEONE PREVENTS SUCCESS"	0.165	0.007	2.3695	1.5393
PROP. "PLANS NEVER WORK OUT"	0.108	0.005	1.7620	1.3274
PROP. WITH NOT MUCH TO BE PROUD OF	0.080	0.005	2.3555	1.5348
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.738	0.008	2.4580	1.5676
PROP. EXPECTING NO KIDS	0.098	0.005	1.9726	1.4045
PROP. WITH SIBLINGS IN COLLEGE	0.432	0.009	2.3585	1.5357
PROP. WITH 2 OR MORE SIBS IN H.S.	0.089	0.005	2.2089	1.4862
PROP. HARD OF HEARING	0.011	0.002	2.6963	1.6420
PROP. "PEOPLE GOOF AT WORK"	0.198	0.008	2.1754	1.4749
PROP. WHO PREFER WORK TO SCHOOL	0.449	0.010	2.1499	1.4662
PROP. "JOB ENCOURAGES GOOD HABITS"	0.847	0.006	1.6508	1.2848
PROP. WITH POSITIVE ATTITUDE TO SELF	0.949	0.005	3.6358	1.9068
MEAN			2.6892	1.6114
STANDARD DEVIATION			1.1695	0.3096
MEDIAN			2.3126	1.5207
MINIMUM			1.4859	1.2190
MAXIMUM			6.7906	2.6059
RANGE			5.3047	1.3869

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: POST-SECONDARY EDUCATION SOME
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	0.336	0.007	1.5269	1.2357
PROP. ABLE TO FINISH COLLEGE	0.907	0.006	2.9927	1.7299
PROP. PLANNING TO FINISH COLLEGE	0.636	0.010	3.0538	1.7475
PROP. SATISFIED WITH LESS THAN COLLEGE	0.598	0.012	4.1846	2.0456
PROP. WHOSE MOTHER FINISHED COLLEGE	0.192	0.010	4.0983	2.0244
PROP. WHOSE FATHER FINISHED COLLEGE	0.314	0.013	4.3274	2.0802
PROP. MARRIED	0.004	0.001	1.6226	1.2738
PROP. EXPECTING CHILD BY 25	0.475	0.013	4.5131	2.1244
PROP. STARTED FIRST JOB	0.140	0.005	1.4032	1.1846
PROP. EXPECTING OWN PLACE BY 24	0.909	0.004	1.3100	1.1446
PROP. COMPLETED FULL TIME EDUC.	0.004	0.001	1.8738	1.3689
PROP. WITH HANDICAP	0.043	0.003	1.5218	1.2336
PROP. "SUCCESS VERY IMPORTANT"	0.905	0.005	2.0633	1.4364
PROP. "MONEY NOT IMPORTANT"	0.120	0.006	2.4158	1.5543
PROP. "COMMUNITY LEADERSHIP IMP"	0.553	0.009	2.2918	1.5139
PROP. "INEQUALITY IMPORTANT"	0.635	0.010	3.0342	1.7419
PROP. "LEISURE NOT IMPORTANT"	0.014	0.002	2.0465	1.4305
PROP. "GOOD LUCK MORE IMPORTANT"	0.085	0.004	1.3699	1.1704
PROP. "SOMEONE PREVENTS SUCCESS"	0.184	0.008	2.7852	1.6689
PROP. "PLANS NEVER WORK OUT"	0.143	0.006	1.9495	1.3962
PROP. WITH NOT MUCH TO BE PROUD OF	0.093	0.006	2.8696	1.6940
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	0.835	0.006	1.8649	1.3656
PROP. EXPECTING NO KIDS	0.099	0.006	2.7697	1.6643
PROP. WITH SIBLINGS IN COLLEGE	0.367	0.008	1.8978	1.3776
PROP. WITH 2 OR MORE SIBS IN H.S.	0.125	0.005	1.5757	1.2553
PROP. HARD OF HEARING	0.015	0.002	1.7683	1.3298
PROP. "PEOPLE GOOF AT WORK"	0.172	0.007	2.0653	1.4371
PROP. WHO PREFER WORK TO SCHOOL	0.459	0.009	1.9623	1.4008
PROP. "JOB ENCOURAGES GOOD HABITS"	0.776	0.008	2.2955	1.5151
PROP. WITH POSITIVE ATTITUDE TO SELF	0.911	0.007	4.0888	2.0221
MEAN			2.4514	1.5369
STANDARD DEVIATION			0.9604	0.2933
MEDIAN			2.0643	1.4367
MINIMUM			1.3100	1.1446
MAXIMUM			4.5131	2.1244
RANGE			3.2031	0.9798

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: POST-SECONDARY EDUCATION SUME
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
PROP. PLANNING PROFESSIONAL CAREER	-0.008	0.009	1.7900	1.3379
PROP. ABLE TO FINISH COLLEGE	0.035	0.005	1.7262	1.3139
PROP. PLANNING TO FINISH COLLEGE	-0.004	0.008	2.3006	1.5168
PROP. SATISFIED WITH LESS THAN COLLEGE	-0.110	0.008	1.7291	1.3149
PROP. WHOSE MOTHER FINISHED COLLEGE	0.0	0.005	2.8574	1.6904
PROP. WHOSE FATHER FINISHED COLLEGE	0.003	0.005	3.0112	1.7353
PROP. MARRIED	0.055	0.004	1.8917	1.3754
PROP. EXPECTING CHILD BY 25	-0.042	0.010	2.0202	1.4213
PROP. STARTED FIRST JOB	0.162	0.009	1.9824	1.4080
PROP. EXPECTING OWN PLACE BY 24	0.008	0.006	1.8000	1.3416
PROP. COMPLETED FULL TIME EDUC.	0.048	0.004	2.0027	1.4152
PROP. WITH HANDICAP	0.020	0.006	2.6540	1.6291
PROP. "SUCCESS VERY IMPORTANT"	-0.049	0.009	3.4401	1.8547
PROP. "MONEY NOT IMPORTANT"	0.032	0.010	4.4319	2.1052
PROP. "COMMUNITY LEADERSHIP IMP"	-0.037	0.010	2.3366	1.5286
PROP. "INEQUALITY IMPORTANT"	0.065	0.011	2.5265	1.5895
PROP. "LEISURE NOT IMPORTANT"	-0.005	0.002	1.3427	1.1587
PROP. "GOOD LUCK MORE IMPORTANT"	-0.007	0.004	0.9000	0.9487
PROP. "SOMEONE PREVENTS SUCCESS"	-0.021	0.009	2.4179	1.5550
PROP. "PLANS NEVER WORK OUT"	-0.035	0.008	2.2981	1.5159
PROP. WITH NOT MUCH TO BE PROUD OF	-0.015	0.006	1.6806	1.2964
PROP. WHO WATCH MORE THAN ONE HOUR OF TV	-0.099	0.009	2.2751	1.5084
PROP. EXPECTING NO KIDS	-0.005	0.006	1.9283	1.3886
PROP. WITH SIBLINGS IN COLLEGE	0.068	0.012	2.9719	1.7239
PROP. WITH 2 OR MORE SIBS IN H.S.	-0.037	0.006	2.0153	1.4196
PROP. HARD OF HEARING	-0.004	0.002	1.7535	1.3242
PROP. "PEOPLE GOOF AT WORK"	0.022	0.011	2.1463	1.4650
PROP. WHO PREFER WORK TO SCHOOL	-0.019	0.014	2.1711	1.4735
PROP. "JOB ENCOURAGES GOOD HABITS"	0.062	0.011	2.3866	1.5449
PROP. WITH POSITIVE ATTITUDE TO SELF	0.042	0.006	2.4181	1.5550
MEAN			2.2402	1.4818
STANDARD DEVIATION			0.6601	0.2141
MEDIAN			2.1587	1.4692
MINIMUM			0.9000	0.9487
MAXIMUM			4.4319	2.1052
RANGE			3.5319	1.1565

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: ALL STUDENTS
STATISTICS: FOLLOW-UP CORRELATIONS

STATISTIC	ESTIMATE	SE	DEFF	DEFT
EDUC COMPLETE WITH IMP OF LEISURE	-0.046	0.015	2.2647	1.5049
EDUC COMPLETE WITH PRIDE	0.001	0.012	1.4026	1.1843
MOM COLL GRAD WITH PRIDE	0.042	0.013	1.6840	1.2977
MOM COLL GRAD WITH EDUC COMPLETE	-0.121	0.010	1.0121	1.0060
PROF CAREER WITH PRIDE	0.018	0.012	1.4626	1.2095
PROF CAREER WITH EDUC COMPLETE	-0.154	0.010	1.0453	1.0224
IMP OF SUCCESS WITH IMP OF LEISURE	0.120	0.016	2.7626	1.6621
IMP OF SUCCESS WITH PRIDE	0.050	0.013	1.7227	1.3125
IMP OF SUCCESS WITH MOM COLL GRAD	0.017	0.014	2.0196	1.4211
IMP OF SUCCESS WITH PROF CAREER	0.029	0.010	1.0541	1.0267
ATT TO SELF WITH PRIDE	-0.270	0.015	2.4476	1.5645
ATT TO SELF WITH EDUC COMPLETE	-0.002	0.015	2.2151	1.4883
ATT TO SELF WITH PROF CAREER	-0.017	0.015	2.3114	1.5203
ATT TO SELF WITH IMP OF SUCCESS	-0.105	0.014	2.0365	1.4271
PPL GOOF OFF WITH PRIDE	0.007	0.017	2.1491	1.4660
PPL GOOF OFF WITH EDUC COMPLETE	0.045	0.017	2.1710	1.4734
PPL GOOF OFF WITH PROF CAREER	-0.038	0.017	2.2476	1.4992
PPL GOOF OFF WITH IMP OF SUCCESS	0.067	0.017	2.2382	1.4961
IMP OF COMM LEADERS WITH IMP OF LEISURE	0.057	0.014	2.0712	1.4392
IMP OF COMM LEADERS WITH PRIDE	0.040	0.013	1.7029	1.3049
IMP OF COMM LEADERS WITH MOM COLL GRAD	0.051	0.014	2.0005	1.4144
IMP OF COMM LEADERS WITH PROF CAREER	0.008	0.013	1.7591	1.3263
IMP OF COMM LEADERS WITH ATT TO SELF	-0.174	0.012	1.5089	1.2284
IMP OF COMM LEADERS WITH PPL GOOF OFF	0.021	0.016	1.9588	1.3996
ABLE TO COMP COLL WITH PRIDE	0.108	0.014	2.0176	1.4204
ABLE TO COMP COLL WITH EDUC COMPLETE	-0.186	0.018	3.4444	1.8559
ABLE TO COMP COLL WITH PROF CAREER	0.137	0.012	1.5712	1.2535
ABLE TO COMP COLL WITH IMP OF SUCCESS	0.119	0.014	2.0975	1.4483
ABLE TO COMP COLL WITH PPL GOOF OFF	-0.015	0.018	2.5330	1.5915
ABLE TO COMP COLL W/ IMP OF COMM LEADERS	0.124	0.010	1.0589	1.0290
MEAN			1.9324	1.3764
STANDARD DEVIATION			0.5037	0.1976
MEDIAN			2.0186	1.4207
MINIMUM			1.0121	1.0060
MAXIMUM			3.4444	1.8559
RANGE			2.4323	0.8499

NUMBER OF NONCOMPUTABLE DEFFS= 0

SENIOR COHORT
DOMAIN: ALL STUDENTS
STATISTICS: BASE YEAR CORRELATIONS

STATISTIC	ESTIMATE	SE	DEFF	DEFT
EDUC COMPLETE WITH IMP OF LEISURE	-0.045	0.015	2.3493	1.5327
EDUC COMPLETE WITH PRIDE	-0.043	0.013	1.6806	1.2964
MOM COLL GRAD WITH PRIDE	0.058	0.013	1.5275	1.2359
MOM COLL GRAD WITH EDUC COMPLETE	-0.008	0.014	1.7647	1.3284
PROF CAREER WITH PRIDE	0.052	0.015	2.2845	1.5115
PROF CAREER WITH EDUC COMPLETE	-0.034	0.010	1.0171	1.0085
IMP OF SUCCESS WITH IMP OF LEISURE	0.151	0.019	4.1006	2.0250
IMP OF SUCCESS WITH PRIDE	0.063	0.014	2.0681	1.4381
IMP OF SUCCESS WITH MOM COLL GRAD	0.0	0.015	2.1276	1.4586
IMP OF SUCCESS WITH PROF CAREER	0.056	0.012	1.5420	1.2418
ATT TO SELF WITH PRIDE	-0.241	0.015	2.4155	1.5542
ATT TO SELF WITH EDUC COMPLETE	0.043	0.014	1.9507	1.3967
ATT TO SELF WITH PROF CAREER	-0.024	0.017	2.9342	1.7129
ATT TO SELF WITH IMP OF SUCCESS	-0.097	0.012	1.5269	1.2357
PPL GOOF OFF WITH PRIDE	0.035	0.013	1.4692	1.2121
PPL GOOF OFF WITH EDUC COMPLETE	0.0	0.013	1.4700	1.2124
PPL GOOF OFF WITH PROF CAREER	-0.014	0.014	1.7530	1.3240
PPL GOOF OFF WITH IMP OF SUCCESS	0.051	0.017	2.6547	1.6293
IMP OF COMM LEADERS WITH IMP OF LEISURE	0.059	0.012	1.5832	1.2582
IMP OF COMM LEADERS WITH PRIDE	0.060	0.013	1.7541	1.3244
IMP OF COMM LEADERS WITH MOM COLL GRAD	0.094	0.012	1.3551	1.1641
IMP OF COMM LEADERS WITH PROF CAREER	0.047	0.014	2.0667	1.4376
IMP OF COMM LEADERS WITH ATT TO SELF	-0.184	0.012	1.5440	1.2426
IMP OF COMM LEADERS WITH PPL GOOF OFF	0.014	0.017	2.6186	1.6182
ABLE TO COMP COLL WITH PRIDE	0.164	0.015	2.3915	1.5464
ABLE TO COMP COLL WITH EDUC COMPLETE	-0.084	0.016	2.6945	1.6415
ABLE TO COMP COLL WITH PROF CAREER	0.150	0.010	1.0811	1.0398
ABLE TO COMP COLL WITH IMP OF SUCCESS	0.136	0.015	2.5017	1.5817
ABLE TO COMP COLL WITH PPL GOOF OFF	0.018	0.013	1.5303	1.2370
ABLE TO COMP COLL W/ IMP OF COMM LEADERS	0.113	0.013	1.8399	1.3564
MEAN			1.9866	1.3934
STANDARD DEVIATION			0.6561	0.2157
MEDIAN			1.8023	1.3424
MINIMUM			1.0171	1.0085
MAXIMUM			4.1006	2.0250
RANGE			3.0835	1.0165

NUMBER OF NONCOMPUTABLE DEFFS= 0

APPENDIX 4

ESTIMATES OF PROPORTIONS, MEANS, STANDARD ERRORS, AND DESIGN EFFECTS

Sophomore Cohort

Note: Design effects and root design effects which round to 0.0 were not used in calculating means. The number of such design effects is given in the last line of each table.

SOPHOMORE COHORT
DOMAIN: ALL STUDENTS
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.270	0.007	6.9215	2.6309
WORKED LAST WEEK	0.532	0.005	2.8044	1.6746
WORKING AT CLERICAL JOB	0.250	0.005	3.0796	1.7549
"PEOPLE GOOF OFF AT WORK"	0.132	0.004	2.9584	1.7200
"WORK BETTER THAN SCHOOL"	0.513	0.005	2.1490	1.4659
"WORK ENCOURAGE GOOD HABITS"	0.789	0.004	2.1141	1.4540
FATHER NON PROFESSIONAL	0.887	0.005	6.2755	2.5051
FATHER FINISHED COLLEGE	0.213	0.007	7.0404	2.6534
MOTHER FINISHED COLLEGE	0.136	0.005	5.3740	2.3182
WATCH MORE THAN ONE HOUR TV	0.791	0.003	1.4802	1.2166
SUCCESS IN WORK VERY IMPORT.	0.860	0.003	1.9604	1.4002
MONEY NOT IMPORTANT	0.103	0.003	2.5488	1.5965
BEING COMMUNITY LEADER IMP.	0.476	0.006	3.7477	1.9359
LIVING CLOSE TO PARENTS IMP.	0.707	0.005	3.1469	1.7740
LEISURE NOT IMP.	0.017	0.001	1.5518	1.2457
POSITIVE ATTITUDE TO SELF	0.932	0.002	1.5636	1.2504
"LUCK MORE IMP. THAN WORK	0.127	0.003	1.9857	1.4091
"SOMEONE PREVENTS SUCCESS"	0.256	0.005	3.1218	1.7669
"PLANS DON'T WORK OUT"	0.199	0.004	2.4342	1.5602
"NOT MUCH TO BE PROUD OF"	0.126	0.003	1.9916	1.4113
CORRECTING INEQUALITY NOT IMP	0.396	0.004	1.7382	1.3184
NO SERIOUS TROUBLE WITH LAW	0.949	0.003	4.8449	2.2011
PHYSICALLY UNATTRACTIVE	0.103	0.003	2.4802	1.5749
MARRIED	0.035	0.002	2.8830	1.6979
EXPECTING KIDS BY 25	0.538	0.005	2.4038	1.5504
EXPECTING OWN PLACE BY 24	0.921	0.002	1.3256	1.1514
EXPECT TO FINISH COLLEGE	0.382	0.007	5.2878	2.2995
SATISFIED WITH LESS THAN COLLEGE	0.744	0.006	4.6928	2.1663
EXPECTING NO KIDS	0.089	0.003	2.7064	1.6451
HARD OF HEARING	0.019	0.001	1.4719	1.2132
VOCAB. SCORE	10.387	0.085	5.7759	2.4033
READING SCORE	7.657	0.072	5.2171	2.2841
MATH, PART 1 SCORE	10.820	0.143	7.4071	2.7216
MATH, PART 2 SCORE	2.736	0.041	5.0310	2.2430
SCIENCE SCORE	9.475	0.073	5.9694	2.4432
WRITING SCORE	9.503	0.074	4.9930	2.2345
CIVICS SCORE	5.441	0.037	4.3264	2.0800
MEAN (PROPORTIONS ONLY)			3.1362	1.7187
MEAN			3.5893	1.8371
STANDARD DEVIATION			1.8041	0.4695
MEDIAN			2.9584	1.7200
MINIMUM			1.3256	1.1514
MAXIMUM			7.4071	2.7216
RANGE			6.0813	1.5702

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: ALL STUDENTS
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.212	0.006	5.7053	2.3886
WORKED LAST WEEK	0.362	0.005	2.9013	1.7033
WORKING AT CLERICAL JOB	0.082	0.003	2.6492	1.6276
"PEOPLE GOOF OFF AT WORK"	0.163	0.003	1.3558	1.1644
"WORK BETTER THAN SCHOOL"	0.557	0.006	3.0498	1.7464
"WORK ENCOURAGE GOOD HABITS"	0.722	0.003	0.9449	0.9720
FATHER NON PROFESSIONAL	0.883	0.004	3.1816	1.7837
FATHER FINISHED COLLEGE	0.225	0.007	5.3077	2.3038
MOTHER FINISHED COLLEGE	0.139	0.005	4.5075	2.1231
WATCH MORE THAN ONE HOUR TV	0.909	0.003	2.8953	1.7016
SUCCESS IN WORK VERY IMPORT.	0.650	0.003	1.8457	1.3586
MONEY NOT IMPORTANT	0.102	0.003	2.5556	1.5986
BEING COMMUNITY LEADER IMP.	0.539	0.005	2.5781	1.6056
LIVING CLOSE TO PARENTS IMP.	0.749	0.004	2.1999	1.4832
LEISURE NOT IMP.	0.022	0.001	1.1894	1.0906
POSITIVE ATTITUDE TO SELF	0.909	0.002	1.1311	1.0635
"LUCK MORE IMP. THAN WORK	0.155	0.003	1.6117	1.2695
"SOMEONE PREVENTS SUCCESS"	0.301	0.004	1.7356	1.3174
"PLANS DON'T WORK OUT"	0.221	0.004	2.1900	1.4799
"NOT MUCH TO BE PROUD OF"	0.156	0.003	1.6226	1.2738
CORRECTING INEQUALITY NOT IMP	0.363	0.003	1.0026	1.0013
NO SERIOUS TROUBLE WITH LAW	0.944	0.002	1.9442	1.3943
PHYSICALLY UNATTRACTIVE	0.166	0.003	1.6057	1.2672
MARRIED	0.003	0.0	0.0	0.0
EXPECTING KIDS BY 25	0.583	0.004	1.5629	1.2501
EXPECTING OWN PLACE BY 24	0.929	0.002	1.4692	1.2121
EXPECT TO FINISH COLLEGE	0.397	0.006	3.9164	1.9790
SATISFIED WITH LESS THAN COLLEGE	0.600	0.005	3.9431	1.9857
EXPECTING NO KIDS	0.101	0.003	2.4584	1.5679
HARD OF HEARING	0.024	0.001	1.0342	1.0170
VOCAB. SCORE	8.479	0.068	4.0698	2.0174
READING SCORE	6.649	0.060	4.0246	2.0061
MATH, PART 1 SCORE	9.801	0.116	5.6457	2.3761
MATH, PART 2 SCORE	2.494	0.039	5.1483	2.2690
SCIENCE SCORE	8.777	0.069	5.5397	2.3537
WRITING SCORE	8.127	0.070	4.5226	2.1266
CIVICS SCORE	4.479	0.039	5.1815	2.2763
MEAN (PROPORTIONS ONLY)			2.4171	1.5079
MEAN			2.8952	1.6432
STANDARD DEVIATION			1.5260	0.4480
MEDIAN			2.5668	1.6021
MINIMUM			0.9449	0.9720
MAXIMUM			5.7053	2.3886
RANGE			4.7604	1.4166

NUMBER OF NONCOMPUTABLE DEFFS= 1

SOPHOMORE COHORT
DOMAIN: ALL STUDENTS
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.054	0.004	1.6464	1.2831
WORKED LAST WEEK	0.177	0.005	1.6506	1.2847
WORKING AT CLERICAL JOB	0.168	0.005	2.0333	1.4260
"PEOPLE GOOF OFF AT WORK"	-0.033	0.004	1.1838	1.0880
"WORK BETTER THAN SCHOOL"	-0.046	0.006	1.4872	1.2195
"WORK ENCOURAGE GOOD HABITS"	0.077	0.005	1.3564	1.1647
FATHER NON PROFESSIONAL	0.002	0.002	0.9520	0.9757
FATHER FINISHED COLLEGE	-0.001	0.002	1.2415	1.1142
MOTHER FINISHED COLLEGE	-0.002	0.002	1.6009	1.2653
WATCH MORE THAN ONE HOUR TV	-0.116	0.003	1.1929	1.0922
SUCCESS IN WORK VERY IMPORT.	0.009	0.004	1.9246	1.3873
MONEY NOT IMPORTANT	0.0	0.003	1.5772	1.2559
BEING COMMUNITY LEADER IMP.	-0.057	0.005	1.7508	1.3232
LIVING CLOSE TO PARENTS IMP.	-0.046	0.005	2.1302	1.4595
LEISURE NOT IMP.	-0.006	0.002	2.7791	1.6671
POSITIVE ATTITUDE TO SELF	0.027	0.003	1.8007	1.3419
"LUCK MORE IMP. THAN WORK	-0.030	0.004	2.0871	1.4447
"SOMEONE PREVENTS SUCCESS"	-0.047	0.005	1.8100	1.3454
"PLANS DON'T WORK OUT"	-0.026	0.004	1.4130	1.1887
"NOT MUCH TO BE PROUD OF"	-0.036	0.004	1.8330	1.3539
CORRECTING INEQUALITY NOT IMP	0.033	0.005	1.6076	1.2679
NO SERIOUS TROUBLE WITH LAW	0.007	0.002	1.4052	1.1854
PHYSICALLY UNATTRACTIVE	-0.063	0.004	2.0809	1.4425
MARRIED	0.035	0.002	2.1982	1.4826
EXPECTING KIDS BY 25	-0.037	0.005	1.6131	1.2701
EXPECTING OWN PLACE BY 24	-0.008	0.003	1.6546	1.2863
EXPECT TO FINISH COLLEGE	-0.021	0.004	1.7280	1.3145
SATISFIED WITH LESS THAN COLLEGE	-0.059	0.004	1.9367	1.3917
EXPECTING NO KIDS	-0.020	0.004	3.0261	1.7396
HARD OF HEARING	-0.004	0.002	3.3381	1.8271
VOCAB. SCORE	2.070	0.040	2.8164	1.6782
READING SCORE	1.177	0.026	1.1454	1.0702
MATH, PART 1 SCORE	1.352	0.053	2.5411	1.5941
MATH, PART 2 SCORE	0.317	0.024	1.9262	1.3879
SCIENCE SCORE	0.884	0.033	2.0444	1.4298
WRITING SCORE	1.603	0.044	2.8714	1.6945
CIVICS SCORE	1.056	0.035	3.4508	1.8576
MEAN (PROPORTIONS ONLY)			1.8013	1.3296
MEAN			1.9145	1.3676
STANDARD DEVIATION			0.6109	0.2130
MEDIAN			1.8007	1.3419
MINIMUM			0.9520	0.9757
MAXIMUM			3.4508	1.8576
RANGE			2.4988	0.8819

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: RACE WHITE OTHER
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.247	0.006	3.7247	1.9300
WORKED LAST WEEK	0.581	0.006	2.8488	1.6878
WORKING AT CLERICAL JOB	0.249	0.006	3.1545	1.7761
"PEOPLE GOOF OFF AT WORK"	0.133	0.005	3.2876	1.8132
"WORK BETTER THAN SCHOOL"	0.534	0.005	1.5465	1.2436
"WORK ENCOURAGE GOOD HABITS"	0.781	0.005	2.2891	1.5130
FATHER NON PROFESSIONAL	0.870	0.005	3.9662	1.9915
FATHER FINISHED COLLEGE	0.242	0.008	6.0415	2.4579
MOTHER FINISHED COLLEGE	0.149	0.007	6.8497	2.6172
WATCH MORE THAN ONE HOUR TV	0.778	0.004	1.7474	1.3219
SUCCESS IN WORK VERY IMPORT.	0.853	0.004	2.3566	1.5351
MONEY NOT IMPORTANT	0.110	0.003	1.6996	1.3037
BEING COMMUNITY LEADER IMP.	0.451	0.006	2.6587	1.6306
LIVING CLOSE TO PARENTS IMP.	0.709	0.006	3.2002	1.7889
LEISURE NOT IMP.	0.012	0.001	1.4923	1.2216
POSITIVE ATTITUDE TO SELF	0.927	0.003	2.2940	1.5146
"LUCK MORE IMP. THAN WORK	0.098	0.003	1.7600	1.3267
"SOMEONE PREVENTS SUCCESS"	0.230	0.005	2.3689	1.5391
"PLANS DON'T WORK OUT"	0.175	0.004	1.9077	1.3812
"NOT MUCH TO BE PROUD OF"	0.112	0.003	1.5681	1.2522
CORRECTING INEQUALITY NOT IMP	0.436	0.005	1.8598	1.3638
NO SERIOUS TROUBLE WITH LAW	0.951	0.003	3.5330	1.8796
PHYSICALLY UNATTRACTIVE	0.099	0.003	1.8245	1.3507
MARRIED	0.036	0.002	1.9970	1.4132
EXPECTING KIDS BY 25	0.525	0.006	2.4720	1.5723
EXPECTING OWN PLACE BY 24	0.935	0.003	2.5440	1.5950
EXPECT TO FINISH COLLEGE	0.409	0.009	5.9599	2.4413
SATISFIED WITH LESS THAN COLLEGE	0.731	0.007	4.4030	2.0983
EXPECTING NO KIDS	0.087	0.003	1.9633	1.4012
HARD OF HEARING	0.019	0.002	4.1449	2.0359
VOCAB. SCORE	11.621	0.087	4.8783	2.2087
READING SCORE	8.574	0.074	3.8994	1.9747
MATH, PART 1 SCORE	12.443	0.147	5.6200	2.3706
MATH, PART 2 SCORE	3.151	0.047	4.3933	2.0960
SCIENCE SCORE	10.550	0.066	3.9835	1.9959
WRITING SCORE	10.538	0.077	4.2667	2.0656
CIVICS SCORE	5.861	0.038	0.9307	0.9647
MEAN (PROPORTIONS ONLY)			2.9154	1.6666
MEAN			3.1199	1.7209
STANDARD DEVIATION			1.4634	0.4034
MEDIAN			2.6587	1.6306
MINIMUM			0.9307	0.9647
MAXIMUM			6.8497	2.6172
RANGE			5.9190	1.6525

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: RACE WHITE OTHER
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.177	0.006	4.5631	2.1362
WORKED LAST WEEK	0.396	0.006	2.7990	1.6730
WORKING AT CLERICAL JOB	0.075	0.003	2.0562	1.4339
"PEOPLE GOOF OFF AT WORK"	0.161	0.003	0.9992	0.9996
"WORK BETTER THAN SCHOOL"	0.578	0.006	2.2530	1.5010
"WORK ENCOURAGE GOOD HABITS"	0.709	0.004	1.1822	1.0873
FATHER NON PROFESSIONAL	0.872	0.004	2.1637	1.4709
FATHER FINISHED COLLEGE	0.251	0.008	4.8234	2.1962
MOTHER FINISHED COLLEGE	0.151	0.006	4.4022	2.0981
WATCH MORE THAN ONE HOUR TV	0.905	0.003	1.9309	1.3896
SUCCESS IN WORK VERY IMPORT.	0.853	0.003	1.3091	1.1441
MONEY NOT IMPORTANT	0.106	0.003	1.7379	1.3183
BEING COMMUNITY LEADER IMP.	0.525	0.006	2.5987	1.6120
LIVING CLOSE TO PARENTS IMP.	0.750	0.004	1.5456	1.2432
LEISURE NOT IMP.	0.017	0.001	1.0841	1.0412
POSITIVE ATTITUDE TO SELF	0.905	0.003	1.7152	1.3097
"LUCK MORE IMP. THAN WORK	0.117	0.003	1.4465	1.2027
"SOMEONE PREVENTS SUCCESS"	0.279	0.004	1.2760	1.1305
"PLANS DON'T WORK OUT"	0.195	0.005	2.6485	1.6274
"NOT MUCH TO BE PROUD OF"	0.137	0.003	1.2738	1.1286
CORRECTING INEQUALITY NOT IMP	0.387	0.004	1.2192	1.1042
NO SERIOUS TROUBLE WITH LAW	0.948	0.002	1.4462	1.2026
PHYSICALLY UNATTRACTIVE	0.168	0.003	1.1220	1.0592
MARRIED	0.002	0.0	0.0	0.0
EXPECTING KIDS BY 25	0.581	0.005	1.7348	1.3171
EXPECTING OWN PLACE BY 24	0.941	0.002	1.2447	1.1156
EXPECT TO FINISH COLLEGE	0.411	0.007	3.6813	1.9187
SATISFIED WITH LESS THAN COLLEGE	0.795	0.005	2.7418	1.6558
EXPECTING NO KIDS	0.096	0.003	1.8124	1.3463
HARD OF HEARING	0.023	0.002	3.0257	1.7394
VOCAB. SCORE	9.601	0.072	3.6143	1.9011
READING SCORE	7.490	0.066	3.5032	1.8717
MATH, PART 1 SCORE	11.324	0.128	5.0654	2.2506
MATH, PART 2 SCORE	2.669	0.043	4.2557	2.0629
SCIENCE SCORE	9.796	0.067	4.3243	2.0795
WRITING SCORE	9.123	0.076	4.1479	2.0366
CIVICS SCORE	4.821	0.042	1.2299	1.1090
MEAN (PROPORTIONS ONLY)			2.1324	1.4208
MEAN			2.4439	1.5143
STANDARD DEVIATION			1.2670	0.3938
MEDIAN			1.9935	1.4117
MINIMUM			0.9992	0.9996
MAXIMUM			5.0654	2.2506
RANGE			4.0662	1.2510

NUMBER OF NONCOMPUTABLE DEFFS= 1

SOPHOMORE COHORT
DOMAIN: RACE WHITE OTHER
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.066	0.005	1.9557	1.3985
WORKED LAST WEEK	0.190	0.007	2.1928	1.4808
WORKING AT CLERICAL JOB	0.176	0.005	1.5014	1.2253
"PEOPLE GOOF OFF AT WORK"	-0.034	0.005	1.3780	1.1739
"WORK BETTER THAN SCHOOL"	-0.045	0.007	1.5043	1.2265
"WORK ENCOURAGE GOOD HABITS"	0.084	0.006	1.4073	1.1863
FATHER NON PROFESSIONAL	0.0	0.003	1.5159	1.2312
FATHER FINISHED COLLEGE	0.0	0.003	2.1149	1.4543
MOTHER FINISHED COLLEGE	-0.002	0.002	1.2024	1.0965
WATCH MORE THAN ONE HOUR TV	-0.126	0.003	0.8063	0.8979
SUCCESS IN WORK VERY IMPORT.	0.001	0.004	1.3400	1.1576
MONEY NOT IMPORTANT	0.003	0.003	1.0698	1.0439
BEING COMMUNITY LEADER IMP.	-0.063	0.006	1.8298	1.3527
LIVING CLOSE TO PARENTS IMP.	-0.044	0.006	2.2455	1.4985
LEISURE NOT IMP.	-0.006	0.001	0.6467	0.8042
POSITIVE ATTITUDE TO SELF	0.025	0.003	1.2360	1.1117
"LUCK MORE IMP. THAN WORK	-0.020	0.005	2.7878	1.6697
"SOMEONE PREVENTS SUCCESS"	-0.049	0.006	1.9694	1.4034
"PLANS DON'T WORK OUT"	-0.026	0.005	1.7284	1.3147
"NOT MUCH TO BE PROUD OF"	-0.031	0.004	1.4482	1.2034
CORRECTING INEQUALITY NOT IMP	0.045	0.006	1.6033	1.2662
NO SERIOUS TROUBLE WITH LAW	0.005	0.002	1.0917	1.0448
PHYSICALLY UNATTRACTIVE	-0.071	0.004	1.5582	1.2483
MARRIED	0.035	0.002	1.6248	1.2747
EXPECTING KIDS BY 25	-0.043	0.006	1.7276	1.3144
EXPECTING OWN PLACE BY 24	-0.007	0.003	1.3991	1.1826
EXPECT TO FINISH COLLEGE	-0.011	0.004	1.2540	1.1198
SATISFIED WITH LESS THAN COLLEGE	-0.066	0.004	1.4303	1.1960
EXPECTING NO KIDS	-0.016	0.004	2.2974	1.5157
HARD OF HEARING	-0.003	0.002	2.6108	1.6158
VOCAB. SCORE	2.184	0.044	2.5913	1.6097
READING SCORE	1.263	0.030	1.0513	1.0253
MATH, PART 1 SCORE	1.474	0.060	2.2961	1.5153
MATH, PART 2 SCORE	0.372	0.028	1.8257	1.3512
SCIENCE SCORE	0.914	0.039	2.0476	1.4309
WRITING SCORE	1.608	0.050	2.6846	1.6385
CIVICS SCORE	1.128	0.037	2.7992	1.6731
MEAN (PROPORTIONS ONLY)			1.6166	1.2570
MEAN			1.7242	1.2960
STANDARD DEVIATION			0.5554	0.2137
MEDIAN			1.6033	1.2662
MINIMUM			0.6467	0.8042
MAXIMUM			2.7992	1.6731
RANGE			2.1525	0.8689

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: RACE BLACK
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.327	0.019	6.0088	2.4513
WORKED LAST WEEK	0.335	0.012	2.3714	1.5399
WORKING AT CLERICAL JOB	0.266	0.014	2.7537	1.6594
"PEOPLE GOOF OFF AT WORK"	0.137	0.010	2.0606	1.4355
"WORK BETTER THAN SCHOOL"	0.408	0.016	2.5990	1.6122
"WORK ENCOURAGE GOOD HABITS"	0.821	0.009	1.4349	1.1979
FATHER NON PROFESSIONAL	0.949	0.007	2.8965	1.7019
FATHER FINISHED COLLEGE	0.098	0.008	1.9082	1.3814
MOTHER FINISHED COLLEGE	0.101	0.008	2.1905	1.4800
WATCH MORE THAN ONE HOUR TV	0.861	0.010	2.9452	1.7162
SUCCESS IN WORK VERY IMPORT.	0.912	0.008	2.6188	1.6183
MONEY NOT IMPORTANT	0.074	0.007	2.3424	1.5305
BEING COMMUNITY LEADER IMP.	0.568	0.015	2.9519	1.7181
LIVING CLOSE TO PARENTS IMP.	0.643	0.012	2.0271	1.4238
LEISURE NOT IMP.	0.029	0.004	1.8665	1.3662
POSITIVE ATTITUDE TO SELF	0.961	0.006	2.9932	1.7301
"LUCK MORE IMP. THAN WORK	0.216	0.013	2.9845	1.7276
"SOMEONE PREVENTS SUCCESS"	0.339	0.016	3.3541	1.8314
"PLANS DON'T WORK OUT"	0.253	0.015	3.4891	1.8679
"NOT MUCH TO BE PROUD OF"	0.161	0.010	2.2449	1.4983
CORRECTING INEQUALITY NOT IMP	0.215	0.011	2.3172	1.5222
NO SERIOUS TROUBLE WITH LAW	0.953	0.009	5.7739	2.4029
PHYSICALLY UNATTRACTIVE	0.107	0.008	2.0861	1.4450
MARRIED	0.013	0.002	0.9187	0.9585
EXPECTING KIDS BY 25	0.586	0.014	2.2475	1.4992
EXPECTING OWN PLACE BY 24	0.861	0.009	1.9118	1.3827
EXPECT TO FINISH COLLEGE	0.358	0.015	3.1670	1.7796
SATISFIED WITH LESS THAN COLLEGE	0.741	0.014	3.0606	1.7495
EXPECTING NO KIDS	0.096	0.009	2.6711	1.6344
HARD OF HEARING	0.016	0.003	2.0602	1.4353
VOCAB. SCORE	6.353	0.197	4.8374	2.1994
READING SCORE	4.830	0.132	3.6040	1.8984
MATH, PART 1 SCORE	5.551	0.231	4.2149	2.0530
MATH, PART 2 SCORE	1.298	0.055	2.0367	1.4271
SCIENCE SCORE	5.728	0.171	5.6555	2.3781
WRITING SCORE	6.282	0.154	3.4159	1.8482
CIVICS SCORE	4.185	0.103	1.3224	1.1499
MEAN (PROPORTIONS ONLY)			2.6752	1.6099
MEAN			2.8471	1.6554
STANDARD DEVIATION			1.1788	0.3311
MEDIAN			2.6188	1.6183
MINIMUM			0.9187	0.9585
MAXIMUM			6.0088	2.4513
RANGE			5.0901	1.4928

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: RACE BLACK
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.335	0.017	4.4413	2.1074
WORKED LAST WEEK	0.212	0.007	1.0230	1.0115
WORKING AT CLERICAL JOB	0.099	0.007	1.4279	1.1950
"PEOPLE GOOF OFF AT WORK"	0.175	0.011	1.8675	1.3666
"WORK BETTER THAN SCHOOL"	0.447	0.015	2.0675	1.4379
"WORK ENCOURAGE GOOD HABITS"	0.785	0.010	1.4074	1.1863
FATHER NON PROFESSIONAL	0.937	0.008	2.1983	1.4827
FATHER FINISHED COLLEGE	0.119	0.008	1.0341	1.0169
MOTHER FINISHED COLLEGE	0.116	0.006	0.8550	0.9247
WATCH MORE THAN ONE HOUR TV	0.941	0.005	1.5259	1.2353
SUCCESS IN WORK VERY IMPORT.	0.873	0.008	1.8865	1.3735
MONEY NOT IMPORTANT	0.090	0.005	0.9947	0.9973
BEING COMMUNITY LEADER IMP.	0.576	0.011	1.5739	1.2546
LIVING CLOSE TO PARENTS IMP.	0.712	0.011	1.8885	1.3742
LEISURE NOT IMP.	0.035	0.004	1.5566	1.2476
POSITIVE ATTITUDE TO SELF	0.938	0.005	1.2788	1.1308
"LUCK MORE IMP. THAN WORK	0.280	0.011	1.7163	1.3101
"SOMEONE PREVENTS SUCCESS"	0.360	0.010	1.2179	1.1036
"PLANS DON'T WORK OUT"	0.276	0.008	0.9131	0.9556
"NOT MUCH TO BE PROUD OF"	0.194	0.011	2.2874	1.5124
CORRECTING INEQUALITY NOT IMP	0.246	0.009	1.3997	1.1831
NO SERIOUS TROUBLE WITH LAW	0.942	0.005	1.4258	1.1941
PHYSICALLY UNATTRACTIVE	0.140	0.008	1.6275	1.2757
MARRIED	0.003	0.001	1.0261	1.0130
EXPECTING KIDS BY 25	0.567	0.011	1.3911	1.1795
EXPECTING OWN PLACE BY 24	0.886	0.008	1.8159	1.3475
EXPECT TO FINISH COLLEGE	0.813	0.013	2.3154	1.5217
SATISFIED WITH LESS THAN COLLEGE	0.781	0.009	1.4444	1.2018
EXPECTING NO KIDS	0.127	0.008	1.7418	1.3196
HARD OF HEARING	0.026	0.004	1.9798	1.4071
VOCAB. SCORE	4.666	0.164	3.8737	1.9682
READING SCORE	4.082	0.111	2.5829	1.6071
MATH, PART 1 SCORE	4.740	0.210	3.7986	1.9490
MATH, PART 2 SCORE	1.215	0.052	1.9579	1.3992
SCIENCE SCORE	5.177	0.132	3.2456	1.8016
WRITING SCORE	4.934	0.144	3.0449	1.7449
CIVICS SCORE	3.479	0.077	0.8539	0.9241
MEAN (PROPORTIONS ONLY)			1.6443	1.2622
MEAN			1.8564	1.3314
STANDARD DEVIATION			0.8653	0.2935
MEDIAN			1.6275	1.2757
MINIMUM			0.8539	0.9241
MAXIMUM			4.4413	2.1074
RANGE			3.5874	1.1833

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: RACE BLACK
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	-0.010	0.013	1.8078	1.3446
WORKED LAST WEEK	0.140	0.014	1.8582	1.3631
WORKING AT CLERICAL JOB	0.156	0.013	1.3968	1.1819
"PEOPLE GOOF OFF AT WORK"	-0.037	0.013	1.2067	1.0985
"WORK BETTER THAN SCHOOL"	-0.070	0.018	1.3279	1.1524
"WORK ENCOURAGE GOOD HABITS"	0.030	0.017	1.8633	1.3650
FATHER NON PROFESSIONAL	0.019	0.008	1.8941	1.3762
FATHER FINISHED COLLEGE	-0.008	0.009	1.7995	1.3414
MOTHER FINISHED COLLEGE	-0.015	0.006	1.2434	1.1151
WATCH MORE THAN ONE HOUR TV	-0.066	0.008	1.4699	1.2124
SUCCESS IN WORK VERY IMPORT.	0.038	0.010	1.8674	1.3665
MONEY NOT IMPORTANT	-0.015	0.007	1.1429	1.0691
BEING COMMUNITY LEADER IMP.	-0.020	0.011	0.9617	0.9807
LIVING CLOSE TO PARENTS IMP.	-0.075	0.016	2.0831	1.4433
LEISURE NOT IMP.	-0.002	0.006	1.8922	1.3756
POSITIVE ATTITUDE TO SELF	0.024	0.006	1.1731	1.0831
"LUCK MORE IMP. THAN WORK	-0.065	0.009	0.8318	0.9120
"SOMEONE PREVENTS SUCCESS"	-0.025	0.014	1.3893	1.1787
"PLANS DON'T WORK OUT"	-0.023	0.010	0.8479	0.9208
"NOT MUCH TO BE PROUD OF"	-0.033	0.009	0.8686	0.9320
CORRECTING INEQUALITY NOT IMP	-0.012	0.015	2.1002	1.4492
NO SERIOUS TROUBLE WITH LAW	0.023	0.005	0.9692	0.9845
PHYSICALLY UNATTRACTIVE	-0.031	0.014	2.9781	1.7257
MARRIED	0.018	0.004	1.7244	1.3132
EXPECTING KIDS BY 25	0.034	0.017	1.8462	1.3588
EXPECTING OWN PLACE BY 24	-0.020	0.012	1.6932	1.3012
EXPECT TO FINISH COLLEGE	-0.058	0.009	0.8685	0.9319
SATISFIED WITH LESS THAN COLLEGE	-0.052	0.013	1.7395	1.3189
EXPECTING NO KIDS	-0.041	0.012	2.4114	1.5529
HARD OF HEARING	-0.013	0.004	1.5732	1.2543
VOCAB. SCORE	1.844	0.103	2.0322	1.4255
READING SCORE	0.874	0.096	2.3524	1.5338
MATH, PART 1 SCORE	1.300	0.119	1.7492	1.3226
MATH, PART 2 SCORE	0.208	0.062	1.8190	1.3487
SCIENCE SCORE	0.784	0.093	2.0948	1.4474
WRITING SCORE	1.642	0.079	1.1295	1.0628
CIVICS SCORE	0.830	0.069	1.6481	1.2838
MEAN (PROPORTIONS ONLY)			1.5610	1.2334
MEAN			1.6123	1.2546
STANDARD DEVIATION			0.4937	0.1971
MEDIAN			1.7244	1.3132
MINIMUM			0.8318	0.9120
MAXIMUM			2.9781	1.7257
RANGE			2.1463	0.8137

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: RACE HISPANIC
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.355	0.011	2.6173	1.6178
WORKED LAST WEEK	0.431	0.012	2.9314	1.7121
WORKING AT CLERICAL JOB	0.246	0.011	2.6089	1.6152
"PEOPLE GOOF OFF AT WORK"	0.122	0.008	2.1528	1.4672
"WORK BETTER THAN SCHOOL"	0.469	0.013	2.4615	1.5689
"WORK ENCOURAGE GOOD HABITS"	0.807	0.013	4.1020	2.0253
FATHER NON PROFESSIONAL	0.943	0.005	2.0183	1.4207
FATHER FINISHED COLLEGE	0.114	0.009	3.2982	1.8161
MOTHER FINISHED COLLEGE	0.081	0.006	2.0994	1.4489
WATCH MORE THAN ONE HOUR TV	0.803	0.007	1.4913	1.2212
SUCCESS IN WORK VERY IMPORT.	0.851	0.006	1.2903	1.1359
MONEY NOT IMPORTANT	0.091	0.007	2.6848	1.6385
BEING COMMUNITY LEADER IMP.	0.545	0.010	1.7977	1.3408
LIVING CLOSE TO PARENTS IMP.	0.756	0.010	2.4349	1.5604
LEISURE NOT IMP.	0.035	0.006	4.7361	2.1763
POSITIVE ATTITUDE TO SELF	0.941	0.005	1.8898	1.3747
"LUCK MORE IMP. THAN WORK	0.228	0.011	2.8678	1.6935
"SOMEONE PREVENTS SUCCESS"	0.341	0.014	3.5358	1.8804
"PLANS DON'T WORK OUT"	0.302	0.014	3.8187	1.9542
"NOT MUCH TO BE PROUD OF"	0.188	0.011	3.2667	1.8080
CORRECTING INEQUALITY NOT IMP	0.315	0.011	2.5017	1.5817
NO SERIOUS TROUBLE WITH LAW	0.935	0.006	2.6253	1.6203
PHYSICALLY UNATTRACTIVE	0.129	0.008	2.4934	1.5791
MARRIED	0.048	0.006	3.2291	1.7970
EXPECTING KIDS BY 25	0.575	0.011	1.9791	1.4068
EXPECTING OWN PLACE BY 24	0.886	0.007	1.9514	1.3969
EXPECT TO FINISH COLLEGE	0.240	0.012	3.5214	1.8765
SATISFIED WITH LESS THAN COLLEGE	0.827	0.009	2.3651	1.5379
EXPECTING NO KIDS	0.092	0.007	2.3944	1.5474
HARD OF HEARING	0.024	0.003	1.8786	1.3706
VOCAB. SCORE	6.899	0.137	3.0219	1.7384
READING SCORE	4.918	0.116	3.3395	1.8274
MATH, PART 1 SCORE	6.195	0.195	3.4072	1.8459
MATH, PART 2 SCORE	1.614	0.061	3.0167	1.7369
SCIENCE SCORE	6.639	0.116	3.0901	1.7579
WRITING SCORE	6.381	0.164	4.5132	2.1244
CIVICS SCORE	4.118	0.081	1.0564	1.0278
MEAN (PROPORTIONS ONLY)			2.6348	1.6063
MEAN			2.7169	1.6284
STANDARD DEVIATION			0.8376	0.2574
MEDIAN			2.6173	1.6178
MINIMUM			1.0564	1.0278
MAXIMUM			4.7361	2.1763
RANGE			3.6797	1.1485

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: RACE HISPANIC
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.309	0.013	3.6730	1.9165
WORKED LAST WEEK	0.301	0.011	2.7120	1.6466
WORKING AT CLERICAL JOB	0.109	0.008	2.4117	1.5530
"PEOPLE GOOF OFF AT WORK"	0.163	0.007	1.1816	1.0870
"WORK BETTER THAN SCHOOL"	0.509	0.012	1.9429	1.3939
"WORK ENCOURAGE GOOD HABITS"	0.750	0.010	1.8428	1.3575
FATHER NON PROFESSIONAL	0.924	0.007	2.3032	1.5176
FATHER FINISHED COLLEGE	0.118	0.007	1.4229	1.1928
MOTHER FINISHED COLLEGE	0.083	0.006	1.6612	1.2889
WATCH MORE THAN ONE HOUR TV	0.906	0.008	3.5118	1.8740
SUCCESS IN WORK VERY IMPORT.	0.816	0.007	1.4858	1.2189
MONEY NOT IMPORTANT	0.092	0.004	0.8693	0.9324
BEING COMMUNITY LEADER IMP.	0.585	0.010	1.8329	1.3538
LIVING CLOSE TO PARENTS IMP.	0.760	0.010	2.6272	1.6209
LEISURE NOT IMP.	0.043	0.004	1.7636	1.3280
POSITIVE ATTITUDE TO SELF	0.906	0.006	1.7051	1.3058
"LUCK MORE IMP. THAN WORK	0.280	0.009	1.6144	1.2706
"SOMEONE PREVENTS SUCCESS"	0.385	0.012	2.4111	1.5528
"PLANS DON'T WORK OUT"	0.328	0.009	1.4838	1.2181
"NOT MUCH TO BE PROUD OF"	0.241	0.010	2.2444	1.4981
CORRECTING INEQUALITY NOT IMP	0.324	0.009	1.6552	1.2865
NO SERIOUS TROUBLE WITH LAW	0.927	0.006	2.3722	1.5402
PHYSICALLY UNATTRACTIVE	0.183	0.009	2.3240	1.5245
MARRIED	0.007	0.002	2.2465	1.4986
EXPECTING KIDS BY 25	0.610	0.010	1.6949	1.3019
EXPECTING OWN PLACE BY 24	0.892	0.006	1.5216	1.2335
EXPECT TO FINISH COLLEGE	0.292	0.011	2.6465	1.6268
SATISFIED WITH LESS THAN COLLEGE	0.849	0.008	2.1452	1.4647
EXPECTING NO KIDS	0.108	0.006	1.6036	1.2663
HARD OF HEARING	0.030	0.004	2.3937	1.5471
VOCAB. SCORE	5.473	0.110	2.2691	1.5063
READING SCORE	4.140	0.085	2.0388	1.4279
MATH, PART 1 SCORE	5.642	0.155	2.4999	1.5811
MATH, PART 2 SCORE	1.473	0.057	2.7634	1.6623
SCIENCE SCORE	6.153	0.099	2.1909	1.4802
WRITING SCORE	5.206	0.100	1.8670	1.3664
CIVICS SCORE	3.378	0.064	0.7681	0.8764
MEAN (PROPORTIONS ONLY)			2.0435	1.4139
MEAN			2.0460	1.4140
STANDARD DEVIATION			0.6157	0.2187
MEDIAN			2.0388	1.4279
MINIMUM			0.7681	0.8764
MAXIMUM			3.6730	1.9165
RANGE			2.9049	1.0401

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: RACE HISPANIC
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.039	0.011	1.7313	1.3158
WORKED LAST WEEK	0.136	0.014	2.4331	1.5598
WORKING AT CLERICAL JOB	0.125	0.011	1.5755	1.2552
"PEOPLE GOOF OFF AT WORK"	-0.026	0.013	1.9988	1.4138
"WORK BETTER THAN SCHOOL"	-0.039	0.015	1.4820	1.2174
"WORK ENCOURAGE GOOD HABITS"	0.065	0.011	1.1097	1.0534
FATHER NON PROFESSIONAL	0.008	0.006	1.7330	1.3164
FATHER FINISHED COLLEGE	-0.001	0.005	1.4064	1.1859
MOTHER FINISHED COLLEGE	0.003	0.005	1.6786	1.2956
WATCH MORE THAN ONE HOUR TV	-0.100	0.009	1.8341	1.3543
SUCCESS IN WORK VERY IMPORT.	0.031	0.009	1.5575	1.2480
MONEY NOT IMPORTANT	-0.003	0.006	1.1887	1.0903
BEING COMMUNITY LEADER IMP.	-0.046	0.013	1.8732	1.3686
LIVING CLOSE TO PARENTS IMP.	-0.035	0.016	3.8685	1.9669
LEISURE NOT IMP.	-0.010	0.006	2.1462	1.4650
POSITIVE ATTITUDE TO SELF	0.037	0.007	1.6358	1.2790
"LUCK MORE IMP. THAN WORK	-0.060	0.011	1.6017	1.2656
"SOMEONE PREVENTS SUCCESS"	-0.050	0.010	1.0384	1.0190
"PLANS DON'T WORK OUT"	-0.029	0.013	1.8113	1.3459
"NOT MUCH TO BE PROUD OF"	-0.069	0.015	3.1283	1.7687
CORRECTING INEQUALITY NOT IMP	-0.003	0.012	1.6262	1.2752
NO SERIOUS TROUBLE WITH LAW	0.005	0.007	1.9999	1.4142
PHYSICALLY UNATTRACTIVE	-0.046	0.012	2.4631	1.5694
MARRIED	0.043	0.005	1.5359	1.2393
EXPECTING KIDS BY 25	-0.047	0.010	1.0158	1.0079
EXPECTING OWN PLACE BY 24	-0.009	0.010	2.1700	1.4731
EXPECT TO FINISH COLLEGE	-0.052	0.012	2.8273	1.6814
SATISFIED WITH LESS THAN COLLEGE	-0.021	0.007	1.1482	1.0715
EXPECTING NO KIDS	-0.023	0.009	2.3177	1.5224
HARD OF HEARING	-0.005	0.005	2.3762	1.5415
VOCAB. SCORE	1.613	0.104	2.5659	1.6018
READING SCORE	0.955	0.075	1.5988	1.2644
MATH, PART 1 SCORE	0.696	0.123	2.2009	1.4836
MATH, PART 2 SCORE	0.087	0.058	1.8927	1.3758
SCIENCE SCORE	0.801	0.084	2.0068	1.4166
WRITING SCORE	1.538	0.103	2.3704	1.5396
CIVICS SCORE	0.835	0.071	2.1339	1.4608
ME (PROPORTIONS ONLY)			1.8771	1.3527
ME			1.9211	1.3709
STANDARD DEVIATION			0.5926	0.2072
MEDIAN			1.8341	1.3543
MINIMUM			1.0158	1.0079
MAXIMUM			3.8685	1.9669
RANGE			2.852	0.9590

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SES LOW
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.386	0.008	1.8020	1.3424
WORKED LAST WEEK	0.440	0.006	0.9786	0.9892
WORKING AT CLERICAL JOB	0.233	0.008	1.8663	1.3669
"PEOPLE GOOF OFF AT WORK"	0.131	0.006	1.5131	1.2301
"WORK BETTER THAN SCHOOL"	0.482	0.011	2.3641	1.5376
"WORK ENCOURAGE GOOD HABITS"	0.795	0.008	1.9768	1.4060
FATHER NON PROFESSIONAL	0.995	0.001	1.0498	1.0246
FATHER FINISHED COLLEGE	0.002	0.001	2.5877	1.6086
MOTHER FINISHED COLLEGE	0.004	0.001	1.3242	1.1507
WATCH MORE THAN ONE HOUR TV	0.847	0.006	1.7897	1.3378
SUCCESS IN WORK VERY IMPORT.	0.856	0.007	2.4383	1.5615
MONEY NOT IMPORTANT	0.109	0.005	1.5776	1.2560
BEING COMMUNITY LEADER IMP.	0.466	0.009	1.9635	1.4013
LIVING CLOSE TO PARENTS IMP.	0.712	0.008	1.8947	1.3765
LEISURE NOT IMP.	0.025	0.002	0.9923	0.9961
POSITIVE ATTITUDE TO SELF	0.925	0.004	1.3041	1.1420
"LUCK MORE IMP. THAN WORK	0.177	0.006	1.3914	1.1796
"SOMEONE PREVENTS SUCCESS"	0.341	0.010	2.4177	1.5549
"PLANS DON'T WORK OUT"	0.271	0.009	2.2697	1.5066
"NOT MUCH TO BE PROUD OF"	0.163	0.007	1.9972	1.4132
CORRECTING INEQUALITY NOT IMP	0.350	0.007	1.3048	1.1423
NO SERIOUS TROUBLE WITH LAW	0.958	0.003	1.3324	1.1543
PHYSICALLY UNATTRACTIVE	0.144	0.007	2.3547	1.5345
MARRIED	0.030	0.002	0.7643	0.8743
EXPECTING KIDS BY 25	0.601	0.009	1.8276	1.3519
EXPECTING OWN PLACE BY 24	0.907	0.004	1.0271	1.0135
EXPECT TO FINISH COLLEGE	0.210	0.007	1.7874	1.3369
SATISFIED WITH LESS THAN COLLEGE	0.866	0.007	2.3822	1.5434
EXPECTING NO KIDS	0.083	0.005	1.8036	1.3430
HARD OF HEARING	0.025	0.002	1.0791	1.0388
VOCAB. SCORE	7.827	0.097	2.0852	1.4440
READING SCORE	5.832	0.088	2.4436	1.5632
MATH, PART 1 SCORE	7.512	0.148	2.5816	1.6067
MATH, PART 2 SCORE	1.797	0.047	2.3903	1.5461
SCIENCE SCORE	7.619	0.095	2.7816	1.6678
WRITING SCORE	7.922	0.088	1.8496	1.3600
CIVICS SCORE	4.671	0.052	0.5992	0.7741
MEAN (PROPORTIONS ONLY)			1.7055	1.2905
MEAN			1.7809	1.3156
STANDARD DEVIATION			0.5742	0.2272
MEDIAN			1.8276	1.3519
MINIMUM			0.5992	0.7741
MAXIMUM			2.7816	1.6678
RANGE			2.1824	0.8937

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SES LOW
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.308	0.009	2.2641	1.5047
WORKED LAST WEEK	0.274	0.007	1.4952	1.2228
WORKING AT CLERICAL JOB	0.066	0.004	1.2414	1.1142
"PEOPLE GOOF OFF AT WORK"	0.169	0.006	1.1191	1.0579
"WORK BETTER THAN SCHOOL"	0.528	0.012	2.5817	1.6066
"WORK ENCOURAGE GOOD HABITS"	0.735	0.007	1.1396	1.0675
FATHER NON PROFESSIONAL	0.983	0.002	0.9484	0.9739
FATHER FINISHED COLLEGE	0.015	0.003	2.2290	1.4930
MOTHER FINISHED COLLEGE	0.013	0.002	1.4740	1.2141
WATCH MORE THAN ONE HOUR TV	0.936	0.003	0.8988	0.9481
SUCCESS IN WORK VERY IMPORT.	0.825	0.005	1.0116	1.0058
MONEY NOT IMPORTANT	0.120	0.006	1.9827	1.4081
BEING COMMUNITY LEADER IMP.	0.498	0.007	1.1203	1.0585
LIVING CLOSE TO PARENTS IMP.	0.774	0.007	1.6207	1.2731
LEISURE NOT IMP.	0.037	0.003	1.4943	1.2224
POSITIVE ATTITUDE TO SELF	0.898	0.004	0.8875	0.9421
"LUCK MORE IMP. THAN WORK	0.208	0.006	1.1254	1.0608
"SOMEONE PREVENTS SUCCESS"	0.385	0.009	1.7091	1.3073
"PLANS DON'T WORK OUT"	0.294	0.006	1.5830	1.2582
"NOT MUCH TO BE PROUD OF"	0.199	0.007	1.6015	1.2655
CORRECTING INEQUALITY NOT IMP	0.335	0.008	1.6570	1.2872
NO SERIOUS TROUBLE WITH LAW	0.958	0.003	1.2647	1.1246
PHYSICALLY UNATTRACTIVE	0.206	0.006	2.1557	1.4682
MARRIED	0.003	0.001	1.5975	1.2639
EXPECTING KIDS BY 25	0.625	0.010	2.2310	1.4937
EXPECTING OWN PLACE BY 24	0.910	0.005	1.6231	1.2740
EXPECT TO FINISH COLLEGE	0.233	0.006	1.1804	1.0865
SATISFIED WITH LESS THAN COLLEGE	0.891	0.005	1.4434	1.2014
EXPECTING NO KIDS	0.119	0.005	1.3142	1.1464
HARD OF HEARING	0.031	0.002	0.7458	0.8636
VOCAB. SCORE	6.044	0.089	1.9124	1.3829
READING SCORE	4.948	0.070	1.6089	1.2684
MATH, PART 1 SCORE	6.747	0.116	1.6878	1.2992
MATH, PART 2 SCORE	1.687	0.033	1.1657	1.0797
SCIENCE SCORE	6.961	0.084	1.9950	1.4125
WRITING SCORE	6.431	0.104	2.5802	1.6063
CIVICS SCORE	3.735	0.051	0.6280	0.7925
MEAN (PROPORTIONS ONLY)			1.4913	1.2071
MEAN			1.5221	1.2177
STANDARD DEVIATION			0.4933	0.2009
MEDIAN			1.4952	1.2228
MINIMUM			0.6280	0.7925
MAXIMUM			2.5817	1.6066
RANGE			1.9537	0.8143

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SES LOW
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.071	0.009	1.5137	1.2303
WORKED LAST WEEK	0.165	0.009	1.3627	1.1674
WORKING AT CLERICAL JOB	0.154	0.010	1.9726	1.4045
"PEOPLE GOOF OFF AT WORK"	-0.040	0.007	0.7613	0.8725
"WORK BETTER THAN SCHOOL"	-0.045	0.014	1.7685	1.3373
"WORK ENCOURAGE GOOD HABITS"	0.062	0.010	1.2138	1.1017
FATHER NON PROFESSIONAL	0.011	0.003	2.2440	1.4980
FATHER FINISHED COLLEGE	-0.008	0.002	1.4170	1.1904
MOTHER FINISHED COLLEGE	-0.007	0.002	1.7211	1.3119
WATCH MORE THAN ONE HOUR TV	-0.083	0.006	1.4045	1.1851
SUCCESS IN WORK VERY IMPORT.	0.025	0.006	0.9111	0.9545
MONEY NOT IMPORTANT	-0.009	0.007	1.8086	1.3446
BEING COMMUNITY LEADER IMP.	-0.033	0.009	1.2709	1.1273
LIVING CLOSE TO PARENTS IMP.	-0.060	0.008	1.2441	1.1154
LEISURE NOT IMP.	-0.013	0.004	1.7448	1.3209
POSITIVE ATTITUDE TO SELF	0.024	0.006	1.4154	1.1897
"LUCK MORE IMP. THAN WORK	-0.048	0.008	1.4531	1.2054
"SOMEONE PREVENTS SUCCESS"	-0.045	0.010	1.3931	1.1803
"PLANS DON'T WORK OUT"	-0.034	0.008	1.0314	1.0156
"NOT MUCH TO BE PROUD OF"	-0.047	0.007	1.1030	1.0503
CORRECTING INEQUALITY NOT IMP	0.016	0.010	1.5431	1.2422
NO SERIOUS TROUBLE WITH LAW	0.0	0.005	2.2256	1.4918
PHYSICALLY UNATTRACTIVE	-0.060	0.007	1.2275	1.1079
MARRIED	0.030	0.003	1.2021	1.0964
EXPECTING KIDS BY 25	-0.021	0.010	1.4150	1.1895
EXPECTING OWN PLACE BY 24	-0.005	0.006	1.2344	1.1110
EXPECT TO FINISH COLLEGE	-0.022	0.007	1.3757	1.1729
SATISFIED WITH LESS THAN COLLEGE	-0.021	0.006	1.3335	1.1546
EXPECTING NO KIDS	-0.041	0.005	0.9757	0.9878
HARD OF HEARING	-0.005	0.003	1.2677	1.1259
VOCAB. SCORE	2.017	0.069	1.7890	1.3375
READING SCORE	1.064	0.056	1.3215	1.1496
MATH, PART 1 SCORE	1.015	0.091	1.7745	1.3321
MATH, PART 2 SCORE	0.163	0.045	1.6795	1.2960
SCIENCE SCORE	0.835	0.056	1.3711	1.1709
WRITING SCORE	1.705	0.065	1.4214	1.1922
CIVICS SCORE	1.025	0.056	1.9838	1.4085
MEAN (PROPORTIONS ONLY)			1.4192	1.1828
MEAN			1.4572	1.1992
STANDARD DEVIATION			0.3392	0.1401
MEDIAN			1.4045	1.1851
MINIMUM			0.7613	0.8725
MAXIMUM			2.2440	1.4960
RANGE			1.4827	0.6255

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SES MIDDLE
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.278	0.007	2.9994	1.7319
WORKED LAST WEEK	0.576	0.007	2.4704	1.5718
WORKING AT CLERICAL JOB	0.270	0.006	1.8545	1.3618
"PEOPLE GOOF OFF AT WORK"	0.128	0.005	2.1229	1.4570
"WORK BETTER THAN SCHOOL"	0.517	0.006	1.3842	1.1765
"WORK ENCOURAGE GOOD HABITS"	0.793	0.004	0.9596	0.9796
FATHER NON PROFESSIONAL	0.942	0.003	1.8767	1.3699
FATHER FINISHED COLLEGE	0.074	0.003	1.4444	1.2018
MOTHER FINISHED COLLEGE	0.053	0.003	2.0541	1.4332
WATCH MORE THAN ONE HOUR TV	0.796	0.005	1.8452	1.3584
SUCCESS IN WORK VERY IMPORT.	0.867	0.004	1.6202	1.2729
MONEY NOT IMPORTANT	0.098	0.004	2.1142	1.4540
BEING COMMUNITY LEADER IMP.	0.476	0.007	2.2699	1.5066
LIVING CLOSE TO PARENTS IMP.	0.719	0.006	2.0657	1.4373
LEISURE NOT IMP.	0.013	0.001	0.8899	0.9434
POSITIVE ATTITUDE TO SELF	0.932	0.003	1.5750	1.2550
"LUCK MORE IMP. THAN WORK	0.106	0.003	1.0387	1.0192
"SOMEONE PREVENTS SUCCESS"	0.225	0.005	1.5277	1.2360
"PLANS DON'T WORK OUT"	0.177	0.005	1.8642	1.3654
"NOT MUCH TO BE PROUD OF"	0.111	0.004	1.7736	1.3316
CORRECTING INEQUALITY NOT IMP	0.416	0.005	1.1913	1.0915
NO SERIOUS TROUBLE WITH LAW	0.961	0.002	1.2439	1.1153
PHYSICALLY UNATTRACTIVE	0.102	0.004	1.9865	1.4094
MARRIED	0.012	0.002	3.5790	1.8918
EXPECTING KIDS BY 25	0.546	0.005	1.0804	1.0394
EXPECTING OWN PLACE BY 24	0.929	0.003	1.4693	1.2121
EXPECT TO FINISH COLLEGE	0.367	0.006	1.7835	1.3355
SATISFIED WITH LESS THAN COLLEGE	0.772	0.006	2.2874	1.5124
EXPECTING NO KIDS	0.074	0.003	1.4228	1.1928
HARD OF HEARING	0.017	0.002	2.8911	1.7003
VOCAB. SCORE	10.926	0.089	3.3440	1.8287
READING SCORE	8.065	0.070	2.3770	1.5418
MATH, PART 1 SCORE	11.619	0.139	3.4117	1.8471
MATH, PART 2 SCORE	2.831	0.039	2.1450	1.4646
SCIENCE SCORE	10.006	0.074	3.1317	1.7697
WRITING SCORE	10.113	0.080	2.8985	1.7025
CIVICS SCORE	5.664	0.038	0.6096	0.7808
MEAN (PROPORTIONS ONLY)			1.8229	1.3321
MEAN			1.9622	1.3757
STANDARD DEVIATION			0.7447	0.2679
MEDIAN			1.8642	1.3654
MINIMUM			0.6096	0.7808
MAXIMUM			3.5790	1.8918
RANGE			2.9694	1.1110

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SES MIDDLE
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.197	0.007	3.4732	1.8637
WORKED LAST WEEK	0.386	0.007	2.3420	1.5304
WORKING AT CLERICAL JOB	0.076	0.003	1.2063	1.0983
"PEOPLE GOOF OFF AT WORK"	0.163	0.004	1.0346	1.0171
"WORK BETTER THAN SCHOOL"	0.557	0.006	1.3113	1.1451
"WORK ENCOURAGE GOOD HABITS"	0.723	0.004	0.7222	0.8498
FATHER NON PROFESSIONAL	0.943	0.003	1.5011	1.2252
FATHER FINISHED COLLEGE	0.085	0.004	1.7150	1.3096
MOTHER FINISHED COLLEGE	0.065	0.003	1.3979	1.1832
WATCH MORE THAN ONE HOUR TV	0.931	0.003	1.5833	1.2583
SUCCESS IN WORK VERY IMPORT.	0.865	0.004	1.5260	1.2353
MONEY NOT IMPORTANT	0.097	0.003	1.1368	1.0662
BEING COMMUNITY LEADER IMP.	0.547	0.007	2.1654	1.4715
LIVING CLOSE TO PARENTS IMP.	0.768	0.006	2.2255	1.4917
LEISURE NOT IMP.	0.016	0.001	0.6846	0.8274
POSITIVE ATTITUDE TO SELF	0.911	0.004	2.0006	1.4144
"LUCK MORE IMP. THAN WORK	0.128	0.004	1.4415	1.2006
"SOMEONE PREVENTS SUCCESS"	0.278	0.005	1.2240	1.1063
"PLANS DON'T WORK OUT"	0.197	0.006	2.3043	1.5180
"NOT MUCH TO BE PROUD OF"	0.136	0.004	1.3910	1.1794
CORRECTING INEQUALITY NOT IMP	0.368	0.006	1.7052	1.3059
NO SERIOUS TROUBLE WITH LAW	0.958	0.003	2.4129	1.5533
PHYSICALLY UNATTRACTIVE	0.165	0.004	1.2309	1.1094
MARRIED	0.002	0.0	0.0	0.0
EXPECTING KIDS BY 25	0.602	0.006	1.5394	1.2407
EXPECTING OWN PLACE BY 24	0.937	0.003	1.5733	1.2543
EXPECT TO FINISH COLLEGE	0.391	0.005	1.1650	1.0793
SATISFIED WITH LESS THAN COLLEGE	0.832	0.005	1.9331	1.3904
EXPECTING NO KIDS	0.088	0.002	0.5311	0.7288
HARD OF HEARING	0.019	0.002	2.2191	1.4897
VOCAB. SCORE	8.960	0.063	1.7724	1.3313
READING SCORE	7.006	0.062	2.0053	1.4161
MATH, PART 1 SCORE	10.583	0.111	2.4196	1.5555
MATH, PART 2 SCORE	2.611	0.036	1.9511	1.3966
SCIENCE SCORE	9.224	0.057	1.8510	1.3605
WRITING SCORE	8.637	0.061	1.6660	1.2907
CIVICS SCORE	4.668	0.037	0.6113	0.7819
MEAN (PROPORTIONS ONLY)			1.6103	1.2463
MEAN			1.6382	1.2577
STANDARD DEVIATION			0.6025	0.2410
MEDIAN			1.5783	1.2563
MINIMUM			0.5311	0.7288
MAXIMUM			3.4732	1.8637
RANGE			2.9421	1.1349

NUMBER OF NONCOMPUTABLE DEFFS= 1

SOPHOMORE COHORT
DOMAIN: SES MIDDLE
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.077	0.006	1.6566	1.2871
WORKED LAST WEEK	0.200	0.007	1.4254	1.1939
WORKING AT CLERICAL JOB	0.191	0.007	1.7236	1.3128
"PEOPLE GOOF OFF AT WORK"	-0.036	0.007	1.6861	1.2985
"WORK BETTER THAN SCHOOL"	-0.034	0.008	1.1906	1.0911
"WORK ENCOURAGE GOOD HABITS"	0.075	0.007	1.2163	1.1028
FATHER NON PROFESSIONAL	0.007	0.003	1.3301	1.1533
FATHER FINISHED COLLEGE	-0.013	0.003	1.4217	1.1924
MOTHER FINISHED COLLEGE	-0.012	0.002	0.9548	0.9771
WATCH MORE THAN ONE HOUR TV	-0.129	0.005	1.5501	1.2450
SUCCESS IN WORK VERY IMPORT.	0.004	0.005	1.4769	1.2153
MONEY NOT IMPORTANT	0.002	0.004	1.3127	1.1457
BEING COMMUNITY LEADER IMP.	-0.066	0.006	1.1324	1.0641
LIVING CLOSE TO PARENTS IMP.	-0.054	0.007	1.9568	1.3986
LEISURE NOT IMP.	-0.004	0.001	0.4238	0.6510
POSITIVE ATTITUDE TO SELF	0.023	0.004	1.4275	1.1948
"LUCK MORE IMP. THAN WORK	-0.022	0.004	1.0591	1.0291
"SOMEONE PREVENTS SUCCESS"	-0.050	0.006	1.2038	1.0972
"PLANS DON'T WORK OUT"	-0.023	0.006	1.5081	1.2281
"NOT MUCH TO BE PROUD OF"	-0.026	0.005	1.3630	1.1675
CORRECTING INEQUALITY NOT IMP	0.052	0.008	1.8871	1.3737
NO SERIOUS TROUBLE WITH LAW	0.004	0.003	1.7633	1.3279
PHYSICALLY UNATTRACTIVE	-0.064	0.004	0.9385	0.9688
MARRIED	0.010	0.002	2.8646	1.6925
EXPECTING KIDS BY 25	-0.050	0.006	1.0370	1.0184
EXPECTING OWN PLACE BY 24	-0.004	0.005	2.2344	1.4948
EXPECT TO FINISH COLLEGE	-0.020	0.005	1.1319	1.0639
SATISFIED WITH LESS THAN COLLEGE	-0.062	0.006	1.9320	1.3900
EXPECTING NO KIDS	-0.016	0.004	1.5327	1.2380
HARD OF HEARING	-0.003	0.002	1.9199	1.3856
VOCAB. SCORE	2.153	0.054	2.4530	1.5662
READING SCORE	1.260	0.044	1.4388	1.1995
MATH, PART 1 SCORE	1.476	0.056	1.2565	1.1210
MATH, PART 2 SCORE	0.342	0.037	2.0653	1.4371
SCIENCE SCORE	0.990	0.049	2.0995	1.4490
WRITING SCORE	1.736	0.058	2.2407	1.4969
CIVICS SCORE	1.116	0.043	2.3913	1.5464
MEAN (PROPORTIONS ONLY)			1.4754	1.2000
MEAN			1.5731	1.2383
STANDARD DEVIATION			0.4976	0.2024
MEDIAN			1.4769	1.2153
MINIMUM			0.4238	0.6510
MAXIMUM			2.8646	1.6925
RANGE			2.4408	1.0415

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SES HIGH
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.120	0.008	3.8306	1.9572
WORKED LAST WEEK	0.583	0.010	2.6023	1.6132
WORKING AT CLERICAL JOB	0.299	0.008	1.6459	1.2829
"PEOPLE GOOF OFF AT WORK"	0.137	0.005	1.0496	1.0245
"WORK BETTER THAN SCHOOL"	0.465	0.010	2.0181	1.4206
"WORK ENCOURAGE GOOD HABITS"	0.768	0.008	1.8337	1.3541
FATHER NON PROFESSIONAL	0.663	0.011	3.3234	1.8230
FATHER FINISHED COLLEGE	0.712	0.011	3.5014	1.8712
MOTHER FINISHED COLLEGE	0.458	0.011	2.8871	1.6991
WATCH MORE THAN ONE HOUR TV	0.710	0.010	3.0029	1.7329
SUCCESS IN WORK VERY IMPORT.	0.885	0.005	1.4862	1.2191
MONEY NOT IMPORTANT	0.099	0.007	3.3348	1.8261
BEING COMMUNITY LEADER IMP.	0.545	0.010	2.4300	1.5588
LIVING CLOSE TO PARENTS IMP.	0.674	0.008	1.7594	1.3264
LEISURE NOT IMP.	0.012	0.003	4.6229	2.1501
POSITIVE ATTITUDE TO SELF	0.940	0.005	2.5647	1.6015
"LUCK MORE IMP. THAN WORK	0.080	0.004	1.2407	1.1139
"SOMEONE PREVENTS SUCCESS"	0.142	0.005	1.1381	1.0668
"PLANS DON'T WORK OUT"	0.110	0.005	1.4557	1.2057
"NOT MUCH TO BE PROUD OF"	0.085	0.005	1.8609	1.3641
CORRECTING INEQUALITY NOT IMP	0.400	0.009	2.0342	1.4263
NO SERIOUS TROUBLE WITH LAW	0.963	0.004	2.6729	1.6349
PHYSICALLY UNATTRACTIVE	0.076	0.004	1.3547	1.1639
MARRIED	0.003	0.001	1.7025	1.3048
EXPECTING KIDS BY 25	0.388	0.012	3.4018	1.8444
EXPECTING OWN PLACE BY 24	0.913	0.005	1.7837	1.3356
EXPECT TO FINISH COLLEGE	0.706	0.009	2.3773	1.5419
SATISFIED WITH LESS THAN COLLEGE	0.465	0.012	3.4009	1.8441
EXPECTING NO KIDS	0.085	0.005	1.8439	1.3579
HARD OF HEARING	0.013	0.002	1.9939	1.4121
VOCAB. SCORE	14.136	0.105	2.9747	1.7247
READING SCORE	10.580	0.126	3.9267	1.9816
MATH, PART 1 SCORE	16.345	0.208	4.1996	2.0493
MATH, PART 2 SCORE	4.391	0.077	3.5666	1.8886
SCIENCE SCORE	12.126	0.090	2.7425	1.6560
WRITING SCORE	12.297	0.084	2.0965	1.4479
CIVICS SCORE	6.767	0.049	0.6478	0.8049
MEAN (PROPORTIONS ONLY)			2.3384	1.5026
MEAN			2.4407	1.5305
STANDARD DEVIATION			0.9711	0.3176
MEDIAN			2.3773	1.5419
MINIMUM			0.6478	0.8049
MAXIMUM			4.6229	2.1501
RANGE			3.9751	1.3452

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SES HIGH
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.085	0.005	1.8564	1.3625
WORKED LAST WEEK	0.401	0.010	2.4156	1.5543
WORKING AT CLERICAL JOB	0.094	0.006	2.0700	1.4388
"PEOPLE GOOF OFF AT WORK"	0.142	0.005	0.9532	0.9763
"WORK BETTER THAN SCHOOL"	0.518	0.012	2.7044	1.6445
"WORK ENCOURAGE GOOD HABITS"	0.681	0.008	1.3879	1.1781
FATHER NON PROFESSIONAL	0.681	0.009	1.8840	1.3726
FATHER FINISHED COLLEGE	0.689	0.009	1.7891	1.3376
MOTHER FINISHED COLLEGE	0.429	0.011	2.4695	1.5715
WATCH MORE THAN ONE HOUR TV	0.856	0.008	3.0082	1.7344
SUCCESS IN WORK VERY IMPORT.	0.889	0.006	2.0989	1.4487
MONEY NOT IMPORTANT	0.091	0.005	1.7240	1.3130
BEING COMMUNITY LEADER IMP.	0.598	0.010	2.3577	1.5355
LIVING CLOSE TO PARENTS IMP.	0.728	0.007	1.4113	1.1880
LEISURE NOT IMP.	0.014	0.002	1.6730	1.2934
POSITIVE ATTITUDE TO SELF	0.933	0.005	1.8843	1.3727
"LUCK MORE IMP. THAN WORK	0.086	0.005	1.7003	1.3039
"SOMEONE PREVENTS SUCCESS"	0.183	0.006	1.2414	1.1142
"PLANS DON'T WORK OUT"	0.134	0.007	2.2589	1.5030
"NOT MUCH TO BE PROUD OF"	0.100	0.004	0.9559	0.9777
CORRECTING INEQUALITY NOT IMP	0.362	0.008	1.5771	1.2558
NO SERIOUS TROUBLE WITH LAW	0.955	0.004	2.1055	1.4510
PHYSICALLY UNATTRACTIVE	0.129	0.006	1.7571	1.3255
MARRIED	0.001	0.0	0.0	0.0
EXPECTING KIDS BY 25	0.476	0.010	2.1283	1.4589
EXPECTING OWN PLACE BY 24	0.926	0.004	1.2753	1.1293
EXPECT TO FINISH COLLEGE	0.712	0.008	1.7730	1.3315
SATISFIED WITH LESS THAN COLLEGE	0.584	0.010	2.3214	1.5236
EXPECTING NO KIDS	0.097	0.005	1.5685	1.2524
HARD OF HEARING	0.016	0.002	1.3399	1.1576
VOCAB. SCORE	11.904	0.123	3.6549	1.9118
READING SCORE	9.270	0.113	3.1365	1.7710
MATH, PART 1 SCORE	14.511	0.195	4.0802	2.0199
MATH, PART 2 SCORE	3.871	0.084	4.7328	2.1755
SCIENCE SCORE	11.235	0.126	5.1336	2.2657
WRITING SCORE	10.892	0.107	3.0802	1.7551
CIVICS SCORE	5.642	0.076	1.3954	1.1813
MEAN (PROPORTIONS ONLY)			1.8514	1.3485
MEAN			2.1918	1.4496
STANDARD DEVIATION			0.9766	0.3048
MEDIAN			1.8841	1.3726
MINIMUM			0.9532	0.9763
MAXIMUM			5.1336	2.2657
RANGE			4.1804	1.2894

NUMBER OF NONCOMPUTABLE DEFFS= 1

SOPHOMORE COHORT
DOMAIN: SES HIGH
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.026	0.006	1.6462	1.2830
WORKED LAST WEEK	0.182	0.011	1.8608	1.3641
WORKING AT CLERICAL JOB	0.202	0.009	1.4240	1.1933
"PEOPLE GOOF OFF AT WORK"	-0.004	0.008	1.1442	1.0697
"WORK BETTER THAN SCHOOL"	-0.056	0.015	2.2100	1.4866
"WORK ENCOURAGE GOOD HABITS"	0.094	0.011	1.4348	1.1978
FATHER NON PROFESSIONAL	-0.018	0.007	1.4380	1.1992
FATHER FINISHED COLLEGE	0.027	0.006	1.6848	1.2980
MOTHER FINISHED COLLEGE	0.021	0.006	1.6393	1.2804
WATCH MORE THAN ONE HOUR TV	-0.144	0.007	1.2606	1.1228
SUCCESS IN WORK VERY IMPORT.	-0.006	0.008	2.1221	1.4567
MONEY NOT IMPORTANT	0.004	0.006	1.5851	1.2590
BEING COMMUNITY LEADER IMP.	-0.045	0.010	1.7326	1.3163
LIVING CLOSE TO PARENTS IMP.	-0.055	0.009	1.6155	1.2710
LEISURE NOT IMP.	-0.004	0.003	2.3642	1.5376
POSITIVE ATTITUDE TO SELF	0.025	0.004	0.9520	0.9757
"LUCK MORE IMP. THAN WORK	-0.006	0.008	2.9398	1.7146
"SOMEONE PREVENTS SUCCESS"	-0.044	0.007	1.2189	1.1041
"PLANS DON'T WORK OUT"	-0.026	0.007	1.5564	1.2476
"NOT MUCH TO BE PROUD OF"	-0.023	0.006	1.3380	1.1567
CORRECTING INEQUALITY NOT IMP	0.038	0.010	1.5217	1.2336
NO SERIOUS TROUBLE WITH LAW	0.012	0.003	0.9424	0.9708
PHYSICALLY UNATTRACTIVE	-0.053	0.006	1.4261	1.1942
MARRIED	0.003	0.001	1.0714	1.0351
EXPECTING KIDS BY 25	-0.073	0.007	0.7941	0.8911
EXPECTING OWN PLACE BY 24	-0.014	0.005	1.0905	1.0443
EXPECT TO FINISH COLLEGE	-0.010	0.007	1.2447	1.1156
SATISFIED WITH LESS THAN COLLEGE	-0.126	0.009	1.7114	1.3082
EXPECTING NO KIDS	-0.015	0.005	1.2860	1.1340
HARD OF HEARING	-0.002	0.002	1.2606	1.1227
VOCAB. SCORE	2.294	0.054	1.4949	1.2227
READING SCORE	1.389	0.056	1.2103	1.1001
MATH, PART 1 SCORE	2.052	0.089	1.7818	1.3348
MATH, PART 2 SCORE	0.587	0.044	1.4302	1.1959
SCIENCE SCORE	0.942	0.068	2.2198	1.4899
WRITING SCORE	1.516	0.072	2.1534	1.4675
CIVICS SCORE	1.166	0.054	2.1500	1.4663
MEAN (PROPORTIONS ONLY)			1.5172	1.2195
MEAN			1.5664	1.2395
STANDARD DEVIATION			0.4518	0.1758
MEDIAN			1.4949	1.2227
MINIMUM			0.7941	0.8911
MAXIMUM			2.9398	1.7146
RANGE			2.1457	0.8235

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL TYPE PUBLIC
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.287	0.007	5.8308	2.4147
WORKED LAST WEEK	0.529	0.005	2.4520	1.5659
WORKING AT CLERICAL JOB	0.244	0.004	1.7541	1.3244
"PEOPLE GOOF OFF AT WORK"	0.131	0.004	2.5964	1.6113
"WORK BETTER THAN SCHOOL"	0.514	0.006	2.7026	1.6440
"WORK ENCOURAGE GOOD HABITS"	0.790	0.005	2.8997	1.7028
FATHER NON PROFESSIONAL	0.896	0.004	3.7852	1.9456
FATHER FINISHED COLLEGE	0.190	0.006	4.9078	2.2154
MOTHER FINISHED COLLEGE	0.120	0.004	3.3286	1.8244
WATCH MORE THAN ONE HOUR TV	0.800	0.003	1.3337	1.1548
SUCCESS IN WORK VERY IMPORT.	0.860	0.004	3.0407	1.7438
MONEY NOT IMPORTANT	0.102	0.003	2.2408	1.4969
BEING COMMUNITY LEADER IMP.	0.469	0.005	2.2705	1.5068
LIVING CLOSE TO PARENTS IMP.	0.705	0.005	2.7318	1.6528
LEISURE NOT IMP.	0.018	0.001	1.2856	1.1338
POSITIVE ATTITUDE TO SELF	0.932	0.002	1.3567	1.1648
"LUCK MORE IMP. THAN WORK	0.132	0.003	1.6729	1.2934
"SOMEONE PREVENTS SUCCESS"	0.265	0.005	2.6619	1.6315
"PLANS DON'T WORK OUT"	0.205	0.004	2.0733	1.4399
"NOT MUCH TO BE PROUD OF"	0.131	0.003	1.6853	1.2982
CORRECTING INEQUALITY NOT IMP	0.397	0.004	1.5131	1.2301
NO SERIOUS TROUBLE WITH LAW	0.948	0.003	4.1072	2.0266
PHYSICALLY UNATTRACTIVE	0.106	0.003	2.1224	1.4569
MARRIED	0.037	0.002	2.3444	1.5311
EXPECTING KIDS BY 25	0.548	0.005	2.0992	1.4489
EXPECTING OWN PLACE BY 24	0.922	0.002	1.1728	1.0830
EXPECT TO FINISH COLLEGE	0.356	0.006	3.4831	1.8663
SATISFIED WITH LESS THAN COLLEGE	0.765	0.005	3.0032	1.7330
EXPECTING NO KIDS	0.090	0.003	2.3186	1.5227
HARD OF HEARING	0.019	0.001	1.2804	1.1316
VOCAB. SCORE	10.031	0.085	5.0897	2.2560
READING SCORE	7.396	0.066	3.8708	1.9674
MATH, PART 1 SCORE	10.331	0.140	6.3044	2.5109
MATH, PART 2 SCORE	2.605	0.039	4.0745	2.0185
SCIENCE SCORE	9.284	0.073	5.1374	2.2666
WRITING SCORE	9.221	0.076	4.5370	2.1300
CIVICS SCORE	5.325	0.037	0.9644	0.9820
MEAN (PROPORTIONS ONLY)			2.5352	1.5598
MEAN			2.8658	1.6467
STANDARD DEVIATION			1.3804	0.3981
MEDIAN			2.5964	1.6113
MINIMUM			0.9644	0.9820
MAXIMUM			6.3044	2.5109
RANGE			5.3400	1.5289

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL TYPE PUBLIC
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.229	0.006	4.7191	2.1723
WORKED LAST WEEK	0.358	0.005	2.5436	1.5949
WORKING AT CLERICAL JOB	0.079	0.003	2.4071	1.5515
"PEOPLE GOOF OFF AT WORK"	0.163	0.003	1.1857	1.0889
"WORK BETTER THAN SCHOOL"	0.556	0.006	2.6765	1.6360
"WORK ENCOURAGE GOOD HABITS"	0.726	0.003	0.8362	0.9144
FATHER NON PROFESSIONAL	0.895	0.003	1.6979	1.3030
FATHER FINISHED COLLEGE	0.203	0.005	2.5244	1.5888
MOTHER FINISHED COLLEGE	0.123	0.004	2.7758	1.6661
WATCH MORE THAN ONE HOUR TV	0.917	0.002	1.2156	1.1026
SUCCESS IN WORK VERY IMPORT.	0.849	0.003	1.5979	1.2641
MONEY NOT IMPORTANT	0.101	0.003	2.2444	1.4981
BEING COMMUNITY LEADER IMP.	0.533	0.004	1.4349	1.1979
LIVING CLOSE TO PARENTS IMP.	0.748	0.004	1.9097	1.3819
LEISURE NOT IMP.	0.024	0.001	0.9771	0.9885
POSITIVE ATTITUDE TO SELF	0.906	0.002	0.9697	0.9847
"LUCK MORE IMP. THAN WORK	0.162	0.003	1.3571	1.1650
"SOMEONE PREVENTS SUCCESS"	0.310	0.004	1.4886	1.2201
"PLANS DON'T WORK OUT"	0.228	0.005	2.9096	1.7058
"NOT MUCH TO BE PROUD OF"	0.160	0.004	2.4508	1.5655
CORRECTING INEQUALITY NOT IMP	0.362	0.004	1.5546	1.2468
NO SERIOUS TROUBLE WITH LAW	0.944	0.002	1.6912	1.3005
PHYSICALLY UNATTRACTIVE	0.169	0.003	1.3787	1.1742
MARRIED	0.003	0.001	6.8183	2.6112
EXPECTING KIDS BY 25	0.590	0.004	1.3657	1.1686
EXPECTING OWN PLACE BY 24	0.930	0.002	1.2866	1.1343
EXPECT TO FINISH COLLEGE	0.375	0.005	2.4211	1.5560
SATISFIED WITH LESS THAN COLLEGE	0.815	0.004	2.3258	1.5251
EXPECTING NO KIDS	0.102	0.003	2.1149	1.4543
HARD OF HEARING	0.025	0.002	3.5239	1.8772
VOCAB. SCORE	8.201	0.070	3.8069	1.9511
READING SCORE	6.465	0.058	3.3151	1.8207
MATH, PART 1 SCORE	9.450	0.112	4.6235	2.1502
MATH, PART 2 SCORE	2.401	0.037	4.1128	2.0280
SCIENCE SCORE	8.635	0.064	4.0971	2.0241
WRITING SCORE	7.909	0.072	4.1493	2.0370
CIVICS SCORE	4.390	0.035	0.9517	0.9756
MEAN (PROPORTIONS ONLY)			2.1467	1.4213
MEAN			2.4178	1.5034
STANDARD DEVIATION			1.3302	0.4025
MEDIAN			2.2444	1.4981
MINIMUM			0.8362	0.9144
MAXIMUM			6.8183	2.6112
RANGE			5.9821	1.6966

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL TYPE PUBLIC
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.055	0.004	1.3591	1.1656
WORKED LAST WEEK	0.179	0.006	2.0687	1.4383
WORKING AT CLERICAL JOB	0.165	0.005	1.7904	1.3380
"PEOPLE GOOF OFF AT WORK"	-0.036	0.004	1.0416	1.0206
"WORK BETTER THAN SCHOOL"	-0.044	0.007	1.7762	1.3327
"WORK ENCOURAGE GOOD HABITS"	0.075	0.005	1.1794	1.0860
FATHER NON PROFESSIONAL	0.001	0.003	1.9239	1.3870
FATHER FINISHED COLLEGE	-0.001	0.002	1.0741	1.0364
MOTHER FINISHED COLLEGE	-0.001	0.002	1.4453	1.2022
WATCH MORE THAN ONE HOUR TV	-0.114	0.003	1.0668	1.0329
SUCCESS IN WORK VERY IMPORT.	0.010	0.004	1.6552	1.2865
MONEY NOT IMPORTANT	0.0	0.003	1.3717	1.1712
BEING COMMUNITY LEADER IMP.	-0.058	0.005	1.5154	1.2310
LIVING CLOSE TO PARENTS IMP.	-0.048	0.005	1.8366	1.3552
LEISURE NOT IMP.	-0.006	0.002	2.2654	1.5051
POSITIVE ATTITUDE TO SELF	0.028	0.003	1.5171	1.2317
"LUCK MORE IMP. THAN WORK	-0.031	0.004	1.7617	1.3273
"SOMEONE PREVENTS SUCCESS"	-0.048	0.006	2.2056	1.4851
"PLANS DON'T WORK OUT"	-0.028	0.004	1.1945	1.0929
"NOT MUCH TO BE PROUD OF"	-0.036	0.004	1.5682	1.2523
CORRECTING INEQUALITY NOT IMP	0.035	0.006	1.9994	1.4140
NO SERIOUS TROUBLE WITH LAW	0.006	0.002	1.1906	1.0912
PHYSICALLY UNATTRACTIVE	-0.064	0.004	1.7730	1.3315
MARRIED	0.037	0.002	1.7848	1.3360
EXPECTING KIDS BY 25	-0.033	0.005	1.3853	1.1770
EXPECTING OWN PLACE BY 24	-0.008	0.003	1.4541	1.2058
EXPECT TO FINISH COLLEGE	-0.024	0.004	1.5121	1.2297
SATISFIED WITH LESS THAN COLLEGE	-0.053	0.004	1.7280	1.3145
EXPECTING NO KIDS	-0.021	0.004	2.5729	1.6040
HARD OF HEARING	-0.005	0.002	2.7972	1.6725
VOCAB. SCORE	2.021	0.042	2.6472	1.6270
READING SCORE	1.128	0.026	1.1453	1.0702
MATH, PART 1 SCORE	1.290	0.057	2.5522	1.5975
MATH, PART 2 SCORE	0.293	0.026	1.9458	1.3949
SCIENCE SCORE	0.866	0.033	1.7504	1.3230
WRITING SCORE	1.575	0.047	2.7883	1.6698
CIVICS SCORE	1.048	0.034	2.7804	1.6675
MEAN (PROPORTIONS ONLY)			1.6605	1.2785
MEAN			1.7682	1.3163
STANDARD DEVIATION			0.5170	0.1909
MEDIAN			1.7504	1.3230
MINIMUM			1.0416	1.0206
MAXIMUM			2.7972	1.6725
RANGE			1.7556	0.6519

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL TYPE PRIVATE
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.113	0.028	29.5723	5.4380
WORKED LAST WEEK	0.560	0.022	7.4204	2.7240
WORKING AT CLERICAL JOB	0.311	0.017	4.2020	2.0499
"PEOPLE GOOF OFF AT WORK"	0.141	0.010	2.3912	1.5464
"WORK BETTER THAN SCHOOL"	0.496	0.017	3.3919	1.8417
"WORK ENCOURAGE GOOD HABITS"	0.776	0.018	5.6185	2.3703
FATHER NON PROFESSIONAL	0.803	0.029	18.6009	4.3129
FATHER FINISHED COLLEGE	0.416	0.040	22.0498	4.6957
MOTHER FINISHED COLLEGE	0.278	0.037	23.6560	4.8637
WATCH MORE THAN ONE HOUR TV	0.711	0.014	3.5635	1.8877
SUCCESS IN WORK VERY IMPORT.	0.859	0.008	1.9342	1.3907
MONEY NOT IMPORTANT	0.113	0.009	2.9336	1.7128
BEING COMMUNITY LEADER IMP.	0.537	0.024	8.3806	2.8949
LIVING CLOSE TO PARENTS IMP.	0.727	0.018	5.9234	2.4338
LEISURE NOT IMP.	0.009	0.002	1.5632	1.2502
POSITIVE ATTITUDE TO SELF	0.934	0.007	2.7739	1.6655
"LUCK MORE IMP. THAN WORK	0.084	0.012	6.3894	2.5277
"SOMEONE PREVENTS SUCCESS"	0.175	0.017	6.6143	2.5718
"PLANS DON'T WORK OUT"	0.147	0.015	6.0827	2.4663
"NOT MUCH TO BE PROUD OF"	0.091	0.008	2.6532	1.6289
CORRECTING INEQUALITY NOT IMP	0.386	0.014	2.9956	1.7308
NO SERIOUS TROUBLE WITH LAW	0.963	0.006	6.4839	2.5463
PHYSICALLY UNATTRACTIVE	0.085	0.009	3.7062	1.9252
MARRIED	0.013	0.002	1.0591	1.0291
EXPECTING KIDS BY 25	0.443	0.023	7.1612	2.6798
EXPECTING OWN PLACE BY 24	0.906	0.005	0.9855	0.9927
EXPECT TO FINISH COLLEGE	0.618	0.039	22.9215	4.7876
SATISFIED WITH LESS THAN COLLEGE	0.551	0.032	14.5776	3.8181
EXPECTING NO KIDS	0.075	0.006	1.7779	1.3334
HARD OF HEARING	0.018	0.005	5.3155	2.3055
VOCAB. SCORE	13.594	0.380	21.2258	4.6071
READING SCORE	9.985	0.324	16.5479	4.0679
MATH, PART 1 SCORE	15.200	0.685	26.9782	5.1941
MATH, PART 2 SCORE	3.891	0.198	15.2094	3.8999
SCIENCE SCORE	11.127	0.266	14.2146	3.7702
WRITING SCORE	11.997	0.219	9.1355	3.0225
CIVICS SCORE	6.464	0.149	3.2634	1.8065
MEAN (PROPORTIONS ONLY)			7.7580	2.5143
MEAN			9.1706	2.7513
STANDARD DEVIATION			8.1865	1.2628
MEDIAN			6.0827	2.4663
MINIMUM			0.9855	0.9927
MAXIMUM			29.5723	5.4380
RANGE			28.5868	4.4453

NUMBER OF NONCUMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL TYPE PRIVATE
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.069	0.014	11.1714	3.3424
WORKED LAST WEEK	0.389	0.027	11.3225	3.3649
WORKING AT CLERICAL JOB	0.116	0.010	2.8226	1.6801
"PEOPLE GOOF OFF AT WORK"	0.156	0.010	2.0472	1.4308
"WORK BETTER THAN SCHOOL"	0.559	0.014	2.1694	1.4729
"WORK ENCOURAGE GOOD HABITS"	0.687	0.008	0.8245	0.9080
FATHER NON PROFESSIONAL	0.785	0.026	11.9883	3.4624
FATHER FINISHED COLLEGE	0.408	0.036	14.5293	3.8117
MOTHER FINISHED COLLEGE	0.281	0.032	15.3571	3.9188
WATCH MORE THAN ONE HOUR TV	0.842	0.016	7.0632	2.6577
SUCCESS IN WORK VERY IMPORT.	0.961	0.008	1.9477	1.3956
MONEY NOT IMPORTANT	0.110	0.007	1.8183	1.3484
BEING COMMUNITY LEADER IMP.	0.588	0.028	11.5621	3.4033
LIVING CLOSE TO PARENTS IMP.	0.763	0.011	2.4169	1.5546
LEISURE NOT IMP.	0.011	0.002	1.3950	1.1811
POSITIVE ATTITUDE TO SELF	0.921	0.011	5.5444	2.3547
"LUCK MORE IMP. THAN WORK	0.105	0.007	1.7277	1.3144
"SOMEONE PREVENTS SUCCESS"	0.228	0.015	4.0943	2.0234
"PLANS DON'T WORK OUT"	0.161	0.010	2.4707	1.5718
"NOT MUCH TO BE PROUD OF"	0.117	0.006	1.1754	1.0842
CORRECTING INEQUALITY NOT IMP	0.371	0.011	1.8678	1.3667
NO SERIOUS TROUBLE WITH LAW	0.945	0.006	2.4894	1.5778
PHYSICALLY UNATTRACTIVE	0.140	0.013	4.8810	2.2093
MARRIED	0.002	0.001	2.0981	1.4485
EXPECTING KIDS BY 25	0.527	0.018	4.3489	2.0854
EXPECTING OWN PLACE BY 24	0.924	0.005	1.2106	1.1003
EXPECT TO FINISH COLLEGE	0.593	0.031	14.3420	3.7871
SATISFIED WITH LESS THAN COLLEGE	0.669	0.035	19.5253	4.4187
EXPECTING NO KIDS	0.088	0.008	2.7792	1.6671
HARD OF HEARING	0.018	0.004	3.0717	1.7526
VOCAB. SCORE	10.982	0.352	16.9401	4.1158
READING SCORE	8.290	0.267	11.1647	3.3444
MATH, PART 1 SCORE	12.939	0.556	19.9838	4.4703
MATH, PART 2 SCORE	3.332	0.208	18.8421	4.3406
SCIENCE SCORE	10.014	0.346	23.2549	4.8223
WRITING SCORE	10.063	0.329	16.6905	4.0854
CIVICS SCORE	5.259	0.193	5.0927	2.2567
MEAN (PROPORTIONS ONLY)			5.6694	2.1565
MEAN			7.6235	2.4900
STANDARD DEVIATION			6.7533	1.2095
MEDIAN			4.3489	2.0854
MINIMUM			0.8245	0.9080
MAXIMUM			23.2549	4.8223
RANGE			22.4304	3.9143

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL TYPE PRIVATE
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
IN VOCATIONAL PROG.	0.043	0.014	5.3065	2.3036
WORKED LAST WEEK	0.162	0.017	2.6892	1.6399
WORKING AT CLERICAL JOB	0.192	0.021	4.5249	2.1272
"PEOPLE GOOF OFF AT WORK"	-0.010	0.014	1.8319	1.3535
"WORK BETTER THAN SCHOOL"	-0.067	0.016	1.3668	1.1691
"WORK ENCOURAGE GOOD HABITS"	0.095	0.016	1.9325	1.3902
FATHER NON PROFESSIONAL	0.016	0.007	1.2876	1.1347
FATHER FINISHED COLLEGE	0.004	0.005	1.0944	1.0462
MOTHER FINISHED COLLEGE	-0.014	0.006	1.4913	1.2212
WATCH MORE THAN ONE HOUR TV	-0.136	0.009	1.2096	1.0996
SUCCESS IN WORK VERY IMPORT.	-0.004	0.009	1.5084	1.2282
MONEY NOT IMPORTANT	-0.001	0.008	1.5573	1.2479
BEING COMMUNITY LEADER IMP.	-0.045	0.020	4.0298	2.0074
LIVING CLOSE TO PARENTS IMP.	-0.028	0.020	5.1398	2.2671
LEISURE NOT IMP.	-0.004	0.003	1.8511	1.3605
POSITIVE ATTITUDE TO SELF	0.013	0.007	1.8242	1.3506
"LUCK MORE IMP. THAN WORK	-0.025	0.015	5.2648	2.2945
"SOMEONE PREVENTS SUCCESS"	-0.035	0.013	2.2098	1.4866
"PLANS DON'T WORK OUT"	-0.009	0.011	1.8991	1.3781
"NOT MUCH TO BE PROUD OF"	-0.026	0.008	1.1470	1.0710
CORRECTING INEQUALITY NOT IMP	0.009	0.013	1.6207	1.2731
NO SERIOUS TROUBLE WITH LAW	0.014	0.006	2.2277	1.4926
PHYSICALLY UNATTRACTIVE	-0.056	0.017	6.2792	2.5056
MARRIED	0.014	0.003	1.5852	1.2591
EXPECTING KIDS BY 25	-0.073	0.019	3.5898	1.8947
EXPECTING OWN PLACE BY 24	-0.017	0.009	1.8661	1.3660
EXPECT TO FINISH COLLEGE	0.004	0.014	2.7644	1.6627
SATISFIED WITH LESS THAN COLLEGE	-0.109	0.016	3.5344	1.8800
EXPECTING NO KIDS	-0.010	0.011	3.9117	1.9778
HARD OF HEARING	0.002	0.004	2.9365	1.7136
VOCAB. SCORE	2.533	0.088	2.2285	1.4926
READING SCORE	1.631	0.110	3.0450	1.7450
MATH, PART 1 SCORE	1.967	0.205	5.2464	2.2905
MATH, PART 2 SCORE	0.514	0.030	0.4423	0.6651
SCIENCE SCORE	1.052	0.110	3.4442	1.8559
WRITING SCORE	1.868	0.134	4.2490	2.0613
CIVICS SCORE	1.134	0.121	6.3370	2.5173
MEAN (PROPORTIONS ONLY)			2.6494	1.5734
MEAN			2.8236	1.6170
STANDARD DEVIATION			1.5811	0.4633
MEDIAN			2.2277	1.4926
MINIMUM			0.4423	0.6651
MAXIMUM			6.3370	2.5173
RANGE			5.8947	1.8522

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL PROGRAM ACADEMIC
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
WORKED LAST WEEK	0.553	0.008	2.6933	1.6411
WORKING AT CLERICAL JOB	0.275	0.007	2.1484	1.4657
"PEOPLE GOOF OFF AT WORK"	0.130	0.004	1.1507	1.0727
"WORK BETTER THAN SCHOOL"	0.421	0.007	1.6465	1.2832
"WORK ENCOURAGE GOOD HABITS"	0.779	0.006	1.7526	1.3239
FATHER NON PROFESSIONAL	0.811	0.008	4.0511	2.0127
FATHER FINISHED COLLEGE	0.368	0.011	4.9441	2.2235
MOTHER FINISHED COLLEGE	0.232	0.011	6.6584	2.5804
WATCH MORE THAN ONE HOUR TV	0.743	0.006	1.9268	1.3881
SUCCESS IN WORK VERY IMPORT.	0.893	0.004	1.6721	1.2931
MONEY NOT IMPORTANT	0.106	0.004	1.6846	1.2979
BEING COMMUNITY LEADER IMP.	0.556	0.007	1.9699	1.4035
LIVING CLOSE TO PARENTS IMP.	0.693	0.009	3.7924	1.9474
LEISURE NOT IMP.	0.010	0.001	1.0530	1.0262
POSITIVE ATTITUDE TO SELF	0.942	0.003	1.5875	1.2600
"LUCK MORE IMP. THAN WORK	0.069	0.003	1.3307	1.1536
"SOMEONE PREVENTS SUCCESS"	0.153	0.006	2.5386	1.5933
"PLANS DON'T WORK OUT"	0.110	0.004	1.5284	1.2363
"NOT MUCH TO BE PROUD OF"	0.076	0.003	1.2257	1.1071
CORRECTING INEQUALITY NOT IMP	0.369	0.007	2.0921	1.4464
NO SERIOUS TROUBLE WITH LAW	0.977	0.002	1.7559	1.3251
PHYSICALLY UNATTRACTIVE	0.084	0.003	1.1458	1.0704
MARRIED	0.012	0.002	3.0748	1.7535
EXPECTING KIDS BY 25	0.417	0.009	3.0795	1.7548
EXPECTING OWN PLACE BY 24	0.908	0.004	1.7813	1.3346
EXPECT TO FINISH COLLEGE	0.709	0.009	3.8989	1.9746
SATISFIED WITH LESS THAN COLLEGE	0.482	0.011	4.6935	2.1665
EXPECTING NO KIDS	0.074	0.003	1.2358	1.1117
HARD OF HEARING	0.015	0.002	2.8057	1.6750
VOCAB. SCORE	13.776	0.098	3.8020	1.9499
READING SCORE	10.658	0.082	2.7803	1.6674
MATH, PART 1 SCORE	16.522	0.164	4.4490	2.1093
MATH, PART 2 SCORE	4.392	0.060	3.8036	1.9503
SCIENCE SCORE	11.899	0.079	3.2752	1.8098
WRITING SCORE	12.366	0.059	1.8327	1.3538
CIVICS SCORE	6.823	0.034	0.4576	0.6765
MEAN (PROPORTIONS ONLY)			2.4907	1.5291
MEAN			2.5366	1.5400
STANDARD DEVIATION			1.3530	0.4121
MEDIAN			2.0310	1.4249
MINIMUM			0.4576	0.6765
MAXIMUM			6.6584	2.5804
RANGE			6.2008	1.9039

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL PROGRAM ACADEMIC
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
WORKED LAST WEEK	0.368	0.011	5.2315	2.2872
WORKING AT CLERICAL JOB	0.084	0.004	1.7080	1.3069
"PEOPLE GOOF OFF AT WORK"	0.152	0.005	1.5127	1.2299
"WORK BETTER THAN SCHOOL"	0.483	0.008	2.0163	1.4200
"WORK ENCOURAGE GOOD HABITS"	0.691	0.006	1.3393	1.1573
FATHER NON PROFESSIONAL	0.808	0.008	3.3894	1.8410
FATHER FINISHED COLLEGE	0.370	0.011	4.0261	2.0065
MOTHER FINISHED COLLEGE	0.234	0.010	4.8297	2.1977
WATCH MORE THAN ONE HOUR TV	0.888	0.005	2.5286	1.5901
SUCCESS IN WORK VERY IMPORT.	0.893	0.003	0.9329	0.9659
MONEY NOT IMPORTANT	0.101	0.003	0.9871	0.9935
BEING COMMUNITY LEADER IMP.	0.592	0.008	2.5996	1.6123
LIVING CLOSE TO PARENTS IMP.	0.756	0.005	1.3320	1.1541
LEISURE NOT IMP.	0.012	0.001	0.8582	0.9264
POSITIVE ATTITUDE TO SELF	0.920	0.004	2.0099	1.4177
"LUCK MORE IMP. THAN WORK	0.087	0.003	1.0440	1.0218
"SOMEONE PREVENTS SUCCESS"	0.195	0.006	2.0572	1.4343
"PLANS DON'T WORK OUT"	0.133	0.006	2.8871	1.6992
"NOT MUCH TO BE PROUD OF"	0.098	0.004	1.6957	1.3022
CORRECTING INEQUALITY NOT IMP	0.330	0.007	2.1837	1.4777
NO SERIOUS TROUBLE WITH LAW	0.972	0.003	3.2120	1.7922
PHYSICALLY UNATTRACTIVE	0.141	0.005	1.9592	1.3997
MARRIED	0.001	0.0	0.0	0.0
EXPECTING KIDS BY 25	0.491	0.007	1.8126	1.3463
EXPECTING OWN PLACE BY 24	0.915	0.003	1.0932	1.0455
EXPECT TO FINISH COLLEGE	0.701	0.007	2.3052	1.5183
SATISFIED WITH LESS THAN COLLEGE	0.625	0.010	4.1589	2.0393
EXPECTING NO KIDS	0.091	0.003	1.0403	1.0200
HARD OF HEARING	0.014	0.002	2.6571	1.6301
VOCAB. SCORE	11.398	0.103	4.0341	2.0085
READING SCORE	9.164	0.098	4.0539	2.0134
MATH, PART 1 SCORE	14.262	0.151	4.0414	2.0103
MATH, PART 2 SCORE	3.764	0.062	4.5136	2.1246
SCIENCE SCORE	10.869	0.091	4.2511	2.0618
WRITING SCORE	10.738	0.084	3.2481	1.8022
CIVICS SCORE	5.639	0.057	1.2355	1.1115
MEAN (PROPORTIONS ONLY)			2.3256	1.4773
MEAN			2.5367	1.5419
STANDARD DEVIATION			1.2838	0.4050
MEDIAN			2.1837	1.4777
MINIMUM			0.8582	0.9264
MAXIMUM			5.2315	2.2872
RANGE			4.3733	1.3608

NUMBER OF NONCOMPUTABLE DEFFS= 1

SOPHOMORE COHORT
DOMAIN: SCHOOL PROGRAM ACADEMIC
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
WORKED LAST WEEK	0.187	0.009	2.0863	1.4444
WORKING AT CLERICAL JOB	0.191	0.008	1.9493	1.3962
"PEOPLE GOOF OFF AT WORK"	-0.022	0.007	1.4946	1.2225
"WORK BETTER THAN SCHOOL"	-0.059	0.009	1.3201	1.1490
"WORK ENCOURAGE GOOD HABITS"	0.096	0.010	1.9925	1.4116
FATHER NON PROFESSIONAL	-0.001	0.005	1.7927	1.3389
FATHER FINISHED COLLEGE	0.004	0.003	1.1384	1.0669
MOTHER FINISHED COLLEGE	-0.002	0.002	0.5856	0.7653
WATCH MORE THAN ONE HOUR TV	-0.142	0.005	1.2031	1.0969
SUCCESS IN WORK VERY IMPORT.	-0.001	0.006	2.2051	1.4850
MONEY NOT IMPORTANT	0.008	0.005	1.7177	1.3106
BEING COMMUNITY LEADER IMP.	-0.037	0.007	1.4245	1.1935
LIVING CLOSE TO PARENTS IMP.	-0.064	0.008	2.2133	1.4877
LEISURE NOT IMP.	-0.003	0.002	1.8835	1.3724
POSITIVE ATTITUDE TO SELF	0.026	0.003	0.8946	0.9458
"LUCK MORE IMP. THAN WORK	-0.016	0.004	1.3023	1.1412
"SOMEONE PREVENTS SUCCESS"	-0.034	0.007	1.9208	1.3859
"PLANS DON'T WORK OUT"	-0.021	0.005	1.2947	1.1379
"NOT MUCH TO BE PROUD OF"	-0.023	0.005	1.6259	1.2743
CORRECTING INEQUALITY NOT IMP	0.037	0.009	2.2839	1.5113
NO SERIOUS TROUBLE WITH LAW	0.005	0.003	2.3079	1.5192
PHYSICALLY UNATTRACTIVE	-0.055	0.005	1.5651	1.2510
MARRIED	0.015	0.003	4.6802	2.1634
EXPECTING KIDS BY 25	-0.067	0.008	1.6648	1.2903
EXPECTING OWN PLACE BY 24	-0.007	0.005	1.6177	1.2719
EXPECT TO FINISH COLLEGE	-0.002	0.006	1.3720	1.1713
SATISFIED WITH LESS THAN COLLEGE	-0.134	0.007	1.6420	1.2814
EXPECTING NO KIDS	-0.015	0.003	0.7849	0.8859
HARD OF HEARING	0.002	0.002	2.0505	1.4320
VOCAB. SCORE	2.393	0.049	2.0697	1.4386
READING SCORE	1.542	0.048	1.6207	1.2731
MATH, PART 1 SCORE	2.364	0.064	1.6762	1.2947
MATH, PART 2 SCORE	0.638	0.034	1.6307	1.2770
SCIENCE SCORE	1.083	0.050	2.1669	1.4720
WRITING SCORE	1.666	0.053	2.0305	1.4249
CIVICS SCORE	1.189	0.042	2.2414	1.4971
MEAN (PROPORTIONS ONLY)			1.7361	1.2947
MEAN			1.7624	1.3078
STANDARD DEVIATION			0.6605	0.2315
MEDIAN			1.6705	1.2925
MINIMUM			0.5856	0.7653
MAXIMUM			4.6802	2.1634
RANGE			4.0946	1.3981

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL PROGRAM VOCATIONAL
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
WORKED LAST WEEK	0.545	0.008	1.8858	1.3732
WORKING AT CLERICAL JOB	0.275	0.008	1.9120	1.3827
"PEOPLE GOOF OFF AT WORK"	0.118	0.005	1.3071	1.1433
"WORK BETTER THAN SCHOOL"	0.561	0.007	1.1041	1.0507
"WORK ENCOURAGE GOOD HABITS"	0.609	0.007	1.8207	1.3493
FATHER NON PROFESSIONAL	0.947	0.004	2.0466	1.4306
FATHER FINISHED COLLEGE	0.063	0.005	1.9886	1.4102
MOTHER FINISHED COLLEGE	0.059	0.004	1.8475	1.3592
WATCH MORE THAN ONE HOUR TV	0.807	0.006	1.6306	1.2769
SUCCESS IN WORK VERY IMPORT.	0.856	0.006	1.9617	1.4006
MONEY NOT IMPORTANT	0.095	0.004	1.2476	1.1169
BEING COMMUNITY LEADER IMP.	0.443	0.007	1.3106	1.1448
LIVING CLOSE TO PARENTS IMP.	0.727	0.008	2.1378	1.4621
LEISURE NOT IMP.	0.026	0.003	2.3766	1.5416
POSITIVE ATTITUDE TO SELF	0.925	0.004	1.4396	1.1998
"LUCK MORE IMP. THAN WORK	0.179	0.007	2.0658	1.4373
"SOMEONE PREVENTS SUCCESS"	0.320	0.008	1.7808	1.3345
"PLANS DON'T WORK OUT"	0.265	0.007	1.5453	1.2431
"NOT MUCH TO BE PROUD OF"	0.156	0.006	1.6778	1.2953
CORRECTING INEQUALITY NOT IMP	0.400	0.008	1.7618	1.3273
NO SERIOUS TROUBLE WITH LAW	0.941	0.004	1.9003	1.3785
PHYSICALLY UNATTRACTIVE	0.120	0.006	2.2212	1.4904
MARRIED	0.035	0.003	1.6117	1.2695
EXPECTING KIDS BY 25	0.623	0.010	2.5680	1.6025
EXPECTING OWN PLACE BY 24	0.926	0.004	1.4247	1.1936
EXPECT TO FINISH COLLEGE	0.136	0.006	2.0152	1.4196
SATISFIED WITH LESS THAN COLLEGE	0.925	0.005	2.2607	1.5036
EXPECTING NO KIDS	0.067	0.005	1.9416	1.3934
HARD OF HEARING	0.024	0.002	1.2302	1.1092
VOCAB. SCORE	8.042	0.095	2.2749	1.5083
READING SCORE	5.723	0.069	1.7645	1.3283
MATH, PART 1 SCORE	7.261	0.141	2.7038	1.6443
MATH, PART 2 SCORE	1.729	0.038	1.7441	1.3206
SCIENCE SCORE	7.839	0.092	2.7251	1.6508
WRITING SCORE	7.818	0.073	1.2956	1.1382
CIVICS SCORE	4.526	0.044	0.4880	0.6986
MEAN (PROPORTIONS ONLY)			1.8099	1.3383
MEAN			1.8061	1.3314
STANDARD DEVIATION			0.4662	0.1857
MEDIAN			1.8341	1.3542
MINIMUM			0.4880	0.6986
MAXIMUM			2.7251	1.6508
RANGE			2.2371	0.9522

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL PROGRAM VOCATIONAL
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
WORKED LAST WEEK	0.363	0.007	1.4552	1.2063
WORKING AT CLERICAL JOB	0.080	0.005	1.9325	1.3901
"PEOPLE GOOF OFF AT WORK"	0.172	0.007	1.7941	1.3394
"WORK BETTER THAN SCHOOL"	0.602	0.009	1.8030	1.3427
"WORK ENCOURAGE GOOD HABITS"	0.739	0.006	1.0096	1.0048
FATHER NON PROFESSIONAL	0.943	0.004	1.4777	1.2156
FATHER FINISHED COLLEGE	0.095	0.006	1.9054	1.3804
MOTHER FINISHED COLLEGE	0.064	0.005	2.2064	1.4854
WATCH MORE THAN ONE HOUR TV	0.921	0.004	1.4913	1.2212
SUCCESS IN WORK VERY IMPORT.	0.827	0.006	1.6490	1.2841
MONEY NOT IMPORTANT	0.102	0.005	1.7856	1.3363
BEING COMMUNITY LEADER IMP.	0.500	0.007	1.2571	1.1212
LIVING CLOSE TO PARENTS IMP.	0.756	0.007	1.7264	1.3139
LEISURE NOT IMP.	0.031	0.002	0.8759	0.9359
POSITIVE ATTITUDE TO SELF	0.901	0.005	1.6104	1.2690
"LUCK MORE IMP. THAN WORK	0.215	0.007	1.6776	1.2952
"SOMEONE PREVENTS SUCCESS"	0.384	0.007	1.1698	1.0816
"PLANS DON'T WORK OUT"	0.289	0.007	1.3821	1.1756
"NOT MUCH TO BE PROUD OF"	0.196	0.006	1.3340	1.1550
CORRECTING INEQUALITY NOT IMP	0.369	0.007	1.3649	1.1683
NO SERIOUS TROUBLE WITH LAW	0.925	0.004	1.4701	1.2125
PHYSICALLY UNATTRACTIVE	0.183	0.007	2.0340	1.4262
MARRIED	0.005	0.001	1.3105	1.1448
EXPECTING KIDS BY 25	0.658	0.008	1.6685	1.2917
EXPECTING OWN PLACE BY 24	0.935	0.003	0.8743	0.9350
EXPECT TO FINISH COLLEGE	0.174	0.006	1.6552	1.2866
SATISFIED WITH LESS THAN COLLEGE	0.925	0.004	1.4511	1.2046
EXPECTING NO KIDS	0.104	0.005	1.6532	1.2858
HARD OF HEARING	0.030	0.003	1.8953	1.3767
VOCAB. SCORE	6.333	0.069	1.3528	1.1631
READING SCORE	4.840	0.058	1.3413	1.1581
MATH, PART 1 SCORE	6.733	0.120	2.0360	1.4269
MATH, PART 2 SCORE	1.651	0.036	1.5802	1.2571
SCIENCE SCORE	7.209	0.071	1.6246	1.2746
WRITING SCORE	6.185	0.075	1.4435	1.2015
CIVICS SCORE	3.646	0.043	0.5254	0.7248
MEAN (PROPORTIONS ONLY)			1.5424	1.2350
MEAN			1.5229	1.2248
STANDARD DEVIATION			0.3516	0.1532
MEDIAN			1.5357	1.2391
MINIMUM			0.5254	0.7248
MAXIMUM			2.2064	1.4854
RANGE			1.6810	0.7606

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL PROGRAM VOCATIONAL
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
WORKED LAST WEEK	0.179	0.008	1.0663	1.0326
WORKING AT CLERICAL JOB	0.170	0.009	1.6625	1.2894
"PEOPLE GOOF OFF AT WORK"	-0.057	0.007	0.9079	0.9528
"WORK BETTER THAN SCHOOL"	-0.036	0.010	1.0445	1.0220
"WORK ENCOURAGE GOOD HABITS"	0.074	0.009	1.1957	1.0935
FATHER NON PROFESSIONAL	0.006	0.004	1.3728	1.1717
FATHER FINISHED COLLEGE	-0.009	0.003	0.8287	0.9103
MOTHER FINISHED COLLEGE	-0.002	0.004	1.7968	1.3404
WATCH MORE THAN ONE HOUR TV	-0.111	0.006	1.1944	1.0929
SUCCESS IN WORK VERY IMPORT.	0.024	0.007	1.4025	1.1843
MONEY NOT IMPORTANT	-0.007	0.005	1.0856	1.0419
BEING COMMUNITY LEADER IMP.	-0.058	0.009	1.3680	1.1696
LIVING CLOSE TO PARENTS IMP.	-0.037	0.009	1.7358	1.3175
LEISURE NOT IMP.	-0.005	0.004	1.9498	1.3963
POSITIVE ATTITUDE TO SELF	0.027	0.005	1.0207	1.0103
"LUCK MORE IMP. THAN WORK	-0.034	0.009	1.9839	1.4085
"SOMEONE PREVENTS SUCCESS"	-0.056	0.009	1.1668	1.0802
"PLANS DON'T WORK OUT"	-0.021	0.008	1.1303	1.0632
"NOT MUCH TO BE PROUD OF"	-0.031	0.008	1.4809	1.2169
CORRECTING INEQUALITY NOT IMP	0.035	0.010	1.5264	1.2355
NO SERIOUS TROUBLE WITH LAW	0.011	0.004	1.0676	1.0332
PHYSICALLY UNATTRACTIVE	-0.060	0.009	2.2872	1.5124
MARRIED	0.038	0.003	1.0439	1.0217
EXPECTING KIDS BY 25	-0.024	0.011	1.8696	1.3674
EXPECTING OWN PLACE BY 24	-0.008	0.005	1.1833	1.0878
EXPECT TO FINISH COLLEGE	-0.036	0.007	1.6555	1.2867
SATISFIED WITH LESS THAN COLLEGE	-0.002	0.006	1.9611	1.4004
EXPECTING NO KIDS	-0.021	0.006	1.6111	1.2693
HARD OF HEARING	-0.005	0.003	1.3543	1.1638
VOCAB. SCORE	1.702	0.062	1.6027	1.2660
READING SCORE	0.911	0.060	1.5879	1.2601
MATH, PART 1 SCORE	0.587	0.084	1.5631	1.2502
MATH, PART 2 SCORE	0.088	0.047	1.8081	1.3447
SCIENCE SCORE	0.720	0.067	1.9322	1.3900
WRITING SCORE	1.609	0.070	1.6675	1.2913
CIVICS SCORE	0.899	0.058	2.2379	1.4960
MEAN (PROPORTIONS ONLY)			1.4186	1.1813
MEAN			1.4820	1.2075
STANDARD DEVIATION			0.3806	0.1563
MEDIAN			1.5036	1.2262
MINIMUM			0.8287	0.9103
MAXIMUM			2.2872	1.5124
RANGE			1.4585	0.6021

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL PROGRAM GENERAL
STATISTICS: FOLLOW-UP

STATISTIC	ESTIMATE	SE	DEFF	DEFT
WORKED LAST WEEK	0.518	0.008	2.5472	1.5960
WORKING AT CLERICAL JOB	0.231	0.007	2.2547	1.5016
"PEOPLE GOOF OFF AT WORK"	0.138	0.006	2.2280	1.4927
"WORK BETTER THAN SCHOOL"	0.552	0.008	1.9461	1.3950
"WORK ENCOURAGE GOOD HABITS"	0.789	0.006	1.6629	1.2896
FATHER NON PROFESSIONAL	0.917	0.005	2.6860	1.6988
FATHER FINISHED COLLEGE	0.158	0.006	2.2528	1.5009
MOTHER FINISHED COLLEGE	0.099	0.005	2.4707	1.5719
WATCH MORE THAN ONE HOUR TV	0.818	0.005	1.6184	1.2722
SUCCESS IN WORK VERY IMPORT.	0.840	0.004	1.1109	1.0540
MONEY NOT IMPORTANT	0.101	0.004	1.6360	1.2791
BEING COMMUNITY LEADER IMP.	0.439	0.008	2.3881	1.5453
LIVING CLOSE TO PARENTS IMP.	0.705	0.007	2.1764	1.4752
LEISURE NOT IMP.	0.019	0.002	2.0038	1.4156
POSITIVE ATTITUDE TO SELF	0.927	0.003	1.1560	1.0752
"LUCK MORE IMP. THAN WORK	0.136	0.004	1.1699	1.0816
"SOMEONE PREVENTS SUCCESS"	0.290	0.008	2.5974	1.6116
"PLANS DON'T WORK OUT"	0.226	0.006	1.7509	1.3232
"NOT MUCH TO BE PROUD OF"	0.140	0.004	1.1337	1.0647
CORRECTING INEQUALITY NOT IMP	0.417	0.006	1.3608	1.1665
NO SERIOUS TROUBLE WITH LAW	0.940	0.004	2.6105	1.6157
PHYSICALLY UNATTRACTIVE	0.111	0.005	2.2892	1.5130
MARRIED	0.044	0.003	1.8146	1.3471
EXPECTING KIDS BY 25	0.587	0.007	1.6971	1.3027
EXPECTING OWN PLACE BY 24	0.927	0.003	1.1237	1.0600
EXPECT TO FINISH COLLEGE	0.258	0.007	2.2478	1.4993
SATISFIED WITH LESS THAN COLLEGE	0.854	0.006	2.4957	1.5798
EXPECTING NO KIDS	0.089	0.005	2.6327	1.6226
HARD OF HEARING	0.020	0.002	1.9814	1.4076
VOCAB. SCORE	9.362	0.091	2.8216	1.6796
READING SCORE	6.675	0.080	2.8689	1.6936
MATH, PART 1 SCORE	8.835	0.131	2.9327	1.7125
MATH, PART 2 SCORE	2.049	0.038	2.0424	1.4291
SCIENCE SCORE	8.824	0.076	2.7230	1.6502
WRITING SCORE	8.592	0.083	2.4537	1.5664
CIVICS SCORE	5.048	0.035	0.4174	0.6461
MEAN (PROPORTIONS ONLY)			2.0022	1.4013
MEAN			2.0418	1.4093
STANDARD DEVIATION			0.6179	0.2389
MEDIAN			2.2022	1.4839
MINIMUM			0.4174	0.6461
MAXIMUM			2.9327	1.7125
RANGE			2.5153	1.0664

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL PROGRAM GENERAL
STATISTICS: BASE YEAR

STATISTIC	ESTIMATE	SE	DEFF	DEFT
WORKED LAST WEEK	0.358	0.007	2.0739	1.4401
WORKING AT CLERICAL JOB	0.080	0.003	0.9836	0.9918
"PEOPLE GOOF OFF AT WORK"	0.166	0.005	1.3380	1.1567
"WORK BETTER THAN SCHOOL"	0.594	0.007	1.5450	1.2430
"WORK ENCOURAGE GOOD HABITS"	0.737	0.006	1.4173	1.1905
FATHER NON PROFESSIONAL	0.917	0.003	0.8579	0.9262
FATHER FINISHED COLLEGE	0.164	0.006	1.7145	1.3094
MOTHER FINISHED COLLEGE	0.096	0.005	2.1853	1.4783
WATCH MORE THAN ONE HOUR TV	0.922	0.004	2.1443	1.4643
SUCCESS IN WORK VERY IMPORT.	0.829	0.005	1.6708	1.2926
MONEY NOT IMPORTANT	0.104	0.004	1.6240	1.2744
BEING COMMUNITY LEADER IMP.	0.513	0.007	1.8212	1.3495
LIVING CLOSE TO PARENTS IMP.	0.740	0.006	1.7512	1.3233
LEISURE NOT IMP.	0.026	0.002	1.4976	1.2238
POSITIVE ATTITUDE TO SELF	0.905	0.004	1.5401	1.2410
"LUCK MORE IMP. THAN WORK	0.177	0.005	1.4355	1.1981
"SOMEONE PREVENTS SUCCESS"	0.347	0.006	1.2910	1.1362
"PLANS DON'T WORK OUT"	0.258	0.005	1.0954	1.0466
"NOT MUCH TO BE PROUD OF"	0.185	0.006	2.0095	1.4176
CORRECTING INEQUALITY NOT IMP	0.391	0.007	1.9146	1.3837
NO SERIOUS TROUBLE WITH LAW	0.933	0.004	2.3542	1.5343
PHYSICALLY UNATTRACTIVE	0.179	0.005	1.5150	1.2309
MARRIED	0.004	0.001	2.3263	1.5252
EXPECTING KIDS BY 25	0.621	0.006	1.3059	1.1428
EXPECTING OWN PLACE BY 24	0.940	0.003	1.3886	1.1784
EXPECT TO FINISH COLLEGE	0.271	0.005	1.1959	1.0936
SATISFIED WITH LESS THAN COLLEGE	0.883	0.005	2.1865	1.4787
EXPECTING NO KIDS	0.108	0.004	1.4827	1.2177
HARD OF HEARING	0.028	0.002	1.3120	1.1454
VOCAB. SCORE	7.332	0.071	1.9695	1.4034
READING SCORE	5.640	0.062	1.9947	1.4123
MATH, PART 1 SCORE	7.881	0.132	3.3949	1.8425
MATH, PART 2 SCORE	1.909	0.037	2.1314	1.4599
SCIENCE SCORE	7.965	0.074	2.6461	1.6267
WRITING SCORE	7.104	0.090	3.0123	1.7356
CIVICS SCORE	4.005	0.044	0.7564	0.8697
MEAN (PROPORTIONS ONLY)			1.6316	1.2679
MEAN			1.7468	1.3051
STANDARD DEVIATION			0.5684	0.2113
MEDIAN			1.6474	1.2835
MINIMUM			0.7564	0.8697
MAXIMUM			3.3949	1.8425
RANGE			2.6385	0.9728

NUMBER OF NONCOMPUTABLE DEFFS= 0

SOPHOMORE COHORT
DOMAIN: SCHOOL PROGRAM GENERAL
STATISTICS: CHANGE

STATISTIC	ESTIMATE	SE	DEFF	DEFT
WORKED LAST WEEK	0.165	0.009	1.8946	1.3765
WORKING AT CLERICAL JOB	0.149	0.009	2.4246	1.5571
"PEOPLE GOOF OFF AT WORK"	-0.029	0.007	1.2262	1.1073
"WORK BETTER THAN SCHOOL"	-0.040	0.012	2.0710	1.4391
"WORK ENCOURAGE GOOD HABITS"	0.059	0.007	0.9468	0.9730
FATHER NON PROFESSIONAL	0.002	0.005	2.4133	1.5535
FATHER FINISHED COLLEGE	-0.001	0.005	2.3793	1.5425
MOTHER FINISHED COLLEGE	-0.002	0.003	1.2902	1.1359
WATCH MORE THAN ONE HOUR TV	-0.098	0.005	1.2864	1.1342
SUCCESS IN WORK VERY IMPORT.	0.007	0.006	1.3081	1.1437
MONEY NOT IMPORTANT	-0.002	0.005	1.5640	1.2506
BEING COMMUNITY LEADER IMP.	-0.072	0.010	2.4240	1.5569
LIVING CLOSE TO PARENTS IMP.	-0.037	0.008	1.8726	1.3684
LEISURE NOT IMP.	-0.009	0.003	2.0116	1.4183
POSITIVE ATTITUDE TO SELF	0.026	0.005	1.6414	1.2812
"LUCK MORE IMP. THAN WORK	-0.039	0.006	1.4237	1.1932
"SOMEONE PREVENTS SUCCESS"	-0.052	0.009	1.8500	1.3603
"PLANS DON'T WORK OUT"	-0.035	0.009	2.1252	1.4578
"NOT MUCH TO BE PROUD OF"	-0.053	0.006	1.2317	1.1098
CORRECTING INEQUALITY NOT IMP	0.026	0.008	1.3620	1.1671
NO SERIOUS TROUBLE WITH LAW	0.006	0.004	1.6152	1.2709
PHYSICALLY UNATTRACTIVE	-0.074	0.006	1.5274	1.2359
MARRIED	0.051	0.003	1.2167	1.1030
EXPECTING KIDS BY 25	-0.017	0.008	1.4788	1.2161
EXPECTING OWN PLACE BY 24	-0.011	0.004	1.1657	1.0797
EXPECT TO FINISH COLLEGE	-0.030	0.006	1.3396	1.1574
SATISFIED WITH LESS THAN COLLEGE	-0.024	0.005	1.3442	1.1594
EXPECTING NO KIDS	-0.023	0.006	2.1727	1.4740
HARD OF HEARING	-0.008	0.003	2.6117	1.6161
VOCAB. SCORE	2.010	0.055	1.6953	1.3021
READING SCORE	0.996	0.050	1.4130	1.1887
MATH, PART 1 SCORE	0.949	0.083	2.1082	1.4520
MATH, PART 2 SCORE	0.167	0.040	1.8361	1.3550
SCIENCE SCORE	0.805	0.065	2.6256	1.6204
WRITING SCORE	1.533	0.069	2.2210	1.4903
CIVICS SCORE	1.038	0.054	2.6840	1.6383
MEAN (PROPORTIONS ONLY)			1.6971	1.2914
MEAN			1.7723	1.3190
STANDARD DEVIATION			0.4880	0.1826
MEDIAN			1.6683	1.2916
MINIMUM			0.9468	0.9730
MAXIMUM			2.6840	1.6383
RANGE			1.7372	0.6653

NUMBER OF NONCOMPUTABLE DEFFS= 0